



Status of Odisha Adarsha Vidyalayas in Jajpur district – A case study

Asmit Kumar Sahoo*, Research Scholar, Department of Education, Regional Institute of Education (NCERT), Bhubaneswar,

Rasmi Ranjita Sahoo,** Department of Chemistry, Khariar Autonomous College, Khariar, Nuapada,

Abstract:

The present study discusses the current status and functioning of Odisha Adarsh Vidyalaya in korai block of Jajpur district. The investigator collected data from one particular school which functions under school and mass education department of government of odisha. The detailed activities conducted in the school was recorded in Case study format. The schools were set up as model schools in the state for providing quality school education. The chain of schools were the first of its kind to be affiliated to CBSE board by government of Odisha. The findings suggest that the infrastructural facilities, Teaching and non teaching staffs and students met the high standards set by other private schools in the state. But there is still scope for improvement in terms of different disciplines such as commerce and humanities to be added to the curriculum. Hostel facilities can also be provided to students for better quality of education.

Key words: Odisha Adarsha Vidyalay, Status and Function, Case Study, Curricular activities

CHAPTER – I

1.1 INTRODUCTION:

State of Odisha In Odisha, the Adarsha Vidyalaya is a uniformly structured educational system. The Government of Odisha designed, developed, and implemented it with the goal of offering high-quality education in each of the state's 315 blocks.

The Adarsha Vidyalayas are associated with the Central Board of Secondary Education (CBSE) with the aim of promoting national education system standardization and integration, regardless of regional variations. There are 80 students in each of the classes, which are classes vi through xii. Students are chosen through an annual entrance exam. The majority of the educational system is built around a set of principles and values

that direct all of the system's educational decisions. Curriculum and physical learning space design (classroom, library, lab, playground, ICT room, etc.) are some examples of these options.

In India, the government-run Kendriya Vidyalaya (KV) and Jawahar Navodaya Vidyalaya (JNV) are best known for consistently providing high-quality education. Under the Ministry of Education, independent organizations KVS and NVS oversee both educational systems. The government of Odisha intends to implement an enhanced education system with a curriculum identical to that of the CBSE, with English serving as the primary language of instruction.

1.2 ESTABLISHMENT OF ADARSHA VIDYALAS IN DIFFERENT AREAS YEAR WISE

In Odisha there are 315 blocks in total. The year wise distribution of opening of Adarsha vidyalayas in those blocks is detailed in next table. In the year 2016-17,100 Adarsha vidyalayas have been opened and in 2018-19 ,60 more schools were opened and in 2018-19 in this year 30 more Adarsha vidyalayas have been opened by school and mass education Govt. of odisha.

1.3 IMPORTANCE OF ADARSHA VIDYALYA

Creating one model school at each block headquarter is the sanghathan's primary goal. Model schools will essentially have the same facilities and infrastructure as Kendriya Vidyalayas, with the exception of the student-teacher ratio, ICT usage, and the holistic development of students in the field of education. Three linguistic formulas are stressed in Adarsha Vidyalayas' curriculum. The Adarsha Vidyalaya system makes it easier for students pursuing technical and higher education to move around the state. All of the state's Adarsha Vidyalayas offer the same kind of education. The curriculum places a strong emphasis on the 3L (linguistic) formula to provide students a real knowledge. Since Adarsha Vidyalayas are associated with the Central Board of Secondary Education, the state's educational and testing systems will remain balanced.

As an Adarsha Vidyalaya takes best care of the best student & impart education up to class XII, it feeds the higher education institution, general or technical with best student i.e. with student physically sound, mentally strong & with adequate basic knowledge for higher education.

Adarsha Vidyalaya helps other schools for its own level, managed by state Govt. or other organization within its vicinity in sharing its experiences & facilities with those. On the whole, Adarsha Vidyalaya are established to meet the present educational needs of the state & to act as model school amidst all other type of school in odisha.

The word “Adarsha” means ideal and its signifies that schools named “Adarsha vidyalaya” have completely new origin. There are not the result of remodeling of some selected schools from among the existing schools; as recommended by the education commission (1964-66) to act as a pace setter institution.

1.4 THE BROAD AIMS FOR THE ESTABLISHMENT OF ADARSHA VIDYALAYAS ARE- ::

01. To bring the objection of excellence along with equity.
02. To promote national integration.
03. To provide opportunities to the talented children to develop their full potential.

Accordingly, a scheme was formulated under which it was decided to set up residential school, to be called “ODISHA ADARSHA VIDYALAYAS” and an average one in each block of Odisha.

1.5. The Sangathan

Adarsh Vidyalaya is an independent institution under the jurisdiction of the Department of Secondary and Higher Education, Ministry of Education, Odisha, Government of India. It is operated by the Odisha Mass and Education Department, Government of Odisha, a Society registered under the Odisha Society Registration Act. The Hon'ble Education Minister of Odisha is the Sangathan's Chairman. The Hon. Education Minister of Odisha is the chairman of the Executive Committee, which oversees the Sangathan's operations. It has the authority to use all of the Sangathan's powers and is in charge of overseeing all operations, including the distribution of funds to the sangathan. Its functions include the Academic Advisory Committee and the Executive Committee. The commissioner who carries out policy execution is the Executive head of the Administrative Pyramid. He/She is assisted at the headquarters level by Joint Secretaries, Deputy Secretary and Asst. Secretary.

Significance of the Study

According to the Govt. of Odisha, Societies Act, in each block one Adarsha Vidyalaya has been set up to provide free opportunities all talented student. In the historical background of giving equal opportunity at par with the urban cities Adarsha Vidyalaya come into existence as has been aforesaid. It is now almost three year that Adarsha Vidyalaya across the states have found their representation in the Block Headquarter as a pace setting schools to fulfill the aspiration of the talented boys and girls. It is now need of the hour to study as to whether the ambitious project under the new education policy, under Govt. of Odisha, Societies Act, have founded its expression in terms of the subject goals set out behind creation of such schools. Hence it is very need based and relevant to make an in-depth study on various dimension of status of Adarsha Vidyalayas.

1.7 Statement of the Problem

The presented study states as “**Status of Odisha Adarsha Vidyalayas in Jajpur district – a case study**”

1.8 Objective of the study

To study the functions of Adarsha Vidyalaya with regard to

- To study the pattern of the student- teachers ratio maintained by Adarsha Vidyalayas.
- To study the activities other than classroom teachings done in the school

- To study the admission procedure followed by Adarsha Vidyalaya.
- To study the instructional quality in Adarsha Vidyalayas.
- To study the academic evaluation procedure followed by Adarsha Vidyalayas.
- To study the adequacy of infrastructural facility at Adarsha Vidyalayas.
- To study the residential arrangement for student at Adarshs Vidyalayas.
- To study the syllabus of Adarsha Vidyalayas.

1.9 DELIMITATION OF THE STUDY

The Research work will be restricted to Odisha Adarsha Vidyalaya of Korai block of Jajpur District

1.10 OPERATIONAL DEFINITION

STATUS ; Status refers to the present position of Odisha Adarsha Vidyalaya with regards to its infrastructure , method of teaching , student teacher ratio, evaluation procedure and residential analysis .

ADARSHA VIDYALAYA; It is a chain of schools aims at transforming the educational at the grassroot level in the state of Odisha . It is expected to match the standards of education provided in Kendriya Vidyalayas.

CHAPTER II

REVIEW OF RELETED LITERATURE

A review of relevant literature serves the following specific functions, in addition to allowing the researcher to become acquainted with the state of the art in the field in which he will conduct his research: The researcher can establish the boundaries of his field by studying relevant literature. It supports the researcher in problem definition and fill the gap of research. The researcher can avoid unproductive and filthy attempts by studying relevant literature on his problem. By studying the relevant literature, the researcher can avoid pointless and useless issue areas where positive findings are likely to emerge and his efforts are likely to make a valuable contribution to the body of knowledge. The researcher can avoid unintentional repetition of well-established findings by reviewing related studies.

literature. The findings of the study conducted by **Pratap & Raju (1973)** revealed that the working and physical condition of Ashram schools were unsatisfactory. Some of the teachers working in these schools didn't stay there & visited schools occasionally.

The finding of the study conducted by Joshi (1980) were majority of teacher didn't have a specialized training for working in backward areas.

The finding of the study conducted by Desai & Patel (1981) were in most of the Ashram Schools the no. of children enrolled were much higher than the prescribed number.

The study conducted by Talesra & Hemalata (1988) suggested that there is a need to develop an alternative model for tribal education, which should on one hand, help the tribal to preserve their ethnicity, & on the other hand speed up their integration with the regional society. Special course oriented technology rather than agriculture & a co curricular package of activities should be made available to the students. The methodology of education in this content requires a wide structural transformation.

The study's primary findings were: (i) Educational facilities in the non-tribal district were superior to those in the tribal area. This held true for the first stage as well. (ii) Educational institutions located in the districts' scheduled tribal residence.

(iii) Compared to the tribal district of Keonjhar Sadar, the non-tribal district of Anandapur has superior middle school amenities.

(were short of blackboards. (xi) Both Keonjhar districts had incentive schemes. (xii) The dropout rate in Anandapur was significantly lower than in Keonjhar.

The major objectives of the study conducted by Gaur (1989) were; (i) To find out the present status of the special facilities being given by the Government to the tribal population of udayapur district for their educational upliftment. (ii) To access the attitude of teachers & guardian towards educational upliftment of the tribal section of the population.

medical facilities for ailing students in these schools. (vii) The views of teacher belonging to different Panchayat Samitis were similar. They differed only marginally on the scores obtained. The study conducted by Raman (1989) pointed out that the infrastructure of ashram Schools in poor, the teaching learning process not satisfactory & the absenteeism, stagnation & wastage were high.

The study conducted by Sinha and Ramesh (1989) were suggested for reframing of strategy for the education a of the scheduled caste & scheduled tribes, diverting 50% of the scholarship amount for strengthening school education, making appointment of teachers from the same community in case of the school population has mote SC & ST students, ensuring availability of facilities to the most disadvantaged ones & laying emphasis on education of the “educationally most disadvantaged communities”.

The main objectives of the study conducted by Ekka (1990) were; (i) To study the percentage of tribal populations provided with primary of 1 Km. from the home of the children.

The objectives of the study conducted by Kaul & Gupta (1990) were (i) To study availability of school libraries, their accommodation, furniture, seating capacity etc. (ii) To study the utilization of library facilities, issue of books, periodicity of books available (iv) To study the cataloguing system, stacking arrangement, the staff available etc.

The main conclusions were: (i) Despite the fact that all four of the state's high and higher secondary schools had libraries, their small book collections were out of proportion to the large number of patrons they could accommodate. (ii) Of the secondary schools, only a small portion 43.8% in Assam, 36.8% in Gujarat, 35.3% in Haryana, and 20.1% in Tamilnadu had separate library spaces, with corresponding percentages of

61.5%, 84.9%, 60%, and 72.3% among higher secondary schools in these states. (iii) It was discovered that high and higher secondary schools' libraries typically operate in one room. (iv) There wasn't enough room in the reading room to accommodate a newspaper and magazine display. (v) Secondary education, both high and higher

The study conducted by Thombare (1994) was characterised by the following adjectives: (i) Tracing the educational history of the nation's weakest social groups. (ii) To evaluate the resources that the government and non-governmental organisations give for the education of the underprivileged segments of society. (iii) Examine how the education of backward classes is organised and put into practice. (iv) To comprehend the Ashram schools', teachers', and students' socioeconomic backgrounds. The research was intended to be descriptive in nature. (v) Researching Ashram School issues. (vi) to provide a case study of a model school. The research was intended to be descriptive in nature. The study discovered that the less fortunate members of society have not been able to take advantage of the special in education.

The main objectives of the study conducted by **Lakshmi (1996)** were; (i) Problems of SCs, STs & non-SCs girls of secondary schools in areas such as, educational aspirations, vocational aspirations, intelligence, self-esteem, socio-economic status & personality traits & socio-economic status on the one hand & caste on the & other hand taking two at a time. On the different dimensions of problems of girls of secondary schools. Where it was found that there was a gap among the 3 categories with regard to their problems.

The study conducted by **Tripathy (2004)** indicates that, even though literacy among tribal women has improved a lot, there are many hindrances for their education, which should be sorted out. He found many short coming in the implementation of educational problems.

The main finding of the study conducted by **Bahura & Mohanty (2005)** revealed that there was poor economics condition of parents together with engagement of girls in different economic pursuit at an early age by their parents as the the prime cause behind their literacy or dropout from schools.

The main finding of the study conducted by **Mohanty & Biswal (2009)** were, (i) in different attitude of parents towards education (ii) Poor economic condition of parents (iii) The children were engaged in agricultural activities (iv) Lack of sufficient teachers (v) insufficient space in classrooms (vi) Lack of play ground & space of playing at schools (vii) Lack of job guarantee for candidates.

After reviewing the literature, it was found that through no. of studies have been conducted in the areas of education of SCs & STs hardly any study has been conducted on Ekalavya model Residential School. Keeping nonexistence of significant of studies in Ekalavya Model Residential School in India in general & Odisha in particular the present study is undertaken.

3 .METHOD AND PROCEDURE

The type of research methodology used depends on the nature of the problem. The bachelor's entrance test in Odisha was examined in the current study using the descriptive survey method.

3.1 SAMPLE

The sample is a representative proportion of the population. Out of the total no. of Adarsha Vidyalaya in Jajpur ,one school was selected randomly. From these schools 10 teachers and 20 students, were taken. Teachers were selected to the method of random sampling.

TABLE-3.1

Sample of the Study

Sl. No.	Name of the School	No. of teachers & students
1	OAV, Korai, Jajpur	10 & 20

3.2 TOOLS USED

Two self-made questionnaires were developed and used by the investigator for collection of data.

- Questionnaires for Teacher
- Questionnaires for Students

3.2.1 Questionnaires for Teachers

When factual information is required, a questionnaire is utilized. The study's aims were taken into consideration when selecting the questionnaire items. When creating the questionnaire, attention to language and substance was paid close attention to. There were both closed- and open-ended questions. In Questionnaire Selection A, there were fifteen questions about the instructors' backgrounds, including name, gender, age, institution name, district, religion, social class, and level of education.

Section B of the questionnaire contained 30 contain 30 questions regarding the items total no. of teachers, total no. of students, procedure of admission, infrastructural facilities of school & hostel, hostel facilities, teaching learning process availability of TLM, co-curricular activities organized in schools, & suggestions of teachers & students for improving the function of Adarsha Vidyalayas.

After construction of the questionnaire direction for the questions were given clearly. A copy of the questionnaire is given in Appendix 1.

3.2.2 Questionnaires for Students

A questionnaire was prepared by the investigator for the teacher educators. It contained both open and closed type items. Section A of the questionnaire contained 8 questions relating to background information of the Students, such as name, sex, age, education qualification etc. section B of the questionnaires contained 15 questions relating to physical facilities, hostel facilities, evaluation procedure, co-curricular activities, teaching aids, PTA meeting & suggestions etc.

After construction of the questionnaire directions for the questionnaire for the questions were given clearly. A copy of the questionnaire is given in Appendix – II.

3.3 PROCEDURE OF DATA COLLECTION

Once The Adarsha Vidyalayas of Jajpur were chosen, the investigator went to the schools armed with teacher and student questionnaires. In accordance with the instructions provided in the questionnaire, a sample of 10 teachers and 20 students were given the teachers' and students' questionnaires. A proper report was first established with the teachers and students. They were asked to freely complete the surveys and were given the assurance that the purpose of the questionnaires was to gather data for research projects. Additionally, they received assurances regarding the data supplied by respondents after they completed it. The investigator gathered data about the state of Adarsha Vidyalaya from the instructors and pupils.

3.4. STATISTICAL TECHNIQUES USED

Data collected for the study were analyzed using frequencies and percentages.

CHAPTER IV

ANALYSIS & INTERPRETATION OF DATA

In this chapter, an attempt has been made to analyse & interpret data regarding the status of Adarsha Vidyalayas in Odisha.

As discussed in Chapter – III, the questionnaires were administered to 30 teacher & 60 students so as to collect information relating to status of Adarsha Vidyalaya in Odisha.

The information collected was tabulated under different heads. The analysis & interpretation of data are presented as under.

4.1 BACKGROUND INFORMATION OF TEACHER OF ADARSHA VIDYALAYA

The background information of 30 teacher & 60 students taken in the present study is presented in table 4.1.

Table- 4.1

Background information of teachers

Sex	AGE GROUP	Educational Qualification	Teaching Experience (in year)
Male N=7 (10)	28-35 N=18 (6)	BA, B.Ed N=10 (2)	1-2 N=7
	35-42 N=12 (4)	B.SC, B.ED M.Sc, B.Ed (3)	1-3 N=3 (10)
		B.SC, B.Ed M.Sc, B.Ed N=5 (5)	
Female N=3 (10)		MA, B.Ed, M.Ed N=10 (0)	

N indicates no. cases & Fig. in the bracket indicate percentage of cases.

Data presented in Table 4.1. relate to the background information of the teachers of Adarsha Vidyalayas. The gender wise distribution of teachers reveals that 61% of teachers were male. The age wise distribution F teacher reveals that 60% belonged to 28-35 yr. age group, 40% were between 35-42 years. Data relating of educational qualification of teachers reveal that 33% of teachers were BA, B.Ed, 16% of teachers were M.Sc. B.Ed, 16% were B.Sc, B.Ed & 33% teachers were MA, B.Ed & M.Ed.

4.2 BACKGROUND INFROMATION OF STUDENTS OF ADARSHA VIDYALAYA

The background information of students taken in the present study is presented in table 4.2

Table 4.2.

Background Information of Students

Sex	Age group (in year)
Male N=11	11-12 N=12 (5)
Female N=09	12-14 N=08 (15)

N indicates no. of cases & Fig. in the bracket indicate percentage of cases.

Data presented in Table 4.2. relate to the background information of students of Adarsha Vidyalaya. The gender wise distribution of students were male & 60% were female. The age-wise distribution of students reveals that 30% belonged 11-12 years & 70% were between 12-14 age group.

4.3. STATUS OF ADARSHA VIDYALAYAS ARE GIVEN BELOW

4.3.1 NUMBER OF TEACHER OF ADARSHA VIDYALAYA

All teachers that the no. of teachers of Adarsha Vidyalaya was between 5 to 10.

4.3.2 NUMBER OF STUDENTS OF ADARSHA VIDYALAYA

All teacher reported that the no. of students of Adarsha Vidyalaya was between 300-400.

4.3.3 PROCEDURE OF ADMISSION

All teacher of Adarsha Vidyalaya reported that the admission procedure adopted by the Adarsha Vidyalaya was the Entrance Test, called the OAVST designed & conducted by NCERT.

4.3.4 SUBJECTS IN THE ENTRANCE TEST

All teachers reported that the subjects in the entrance test were reasoning, mental ability skills, mathematics & regional language.

4.3.5 FEES DURING ADMINISTRATION

All teachers & students reported that the admission & readmission fees were not given by the students of Adarsha Vidyalayas.

4.3.6 ELIGIBILITY CRITERIA FOR ENTRANCE EXAM OF ADARSHA VIDYALYA

Every student declared that they were eligible to take the Adarsha Vidyalaya entrance exam if they had completed their studies, passed their classes from any government-approved school in the district, and were between the ages of nine and thirteen.

4.3.7 SCHOOL TIMING OF ADARSHA VIDYALAYA

All teachers & students reported that the school timing of Adarsha Vidyalaya were 9.45 Am to 4.15Pm.

4.3.8 CRITERIA FOR ESTABLISHMENT OF OAV

According to every teacher, there are certain special requirements that must be met in order for Adarsha Vidyalaya to be established. These requirements include having 30 acres of suitable land free of charge, with the possibility of an additional 10 acres on a case-by-case basis.

Enough space in the building and infrastructure, free of charge for a minimum of four to four years, to house 240 staff members and students.

4.3.9 RRESERVATION OF SEATS IN ADARSHA VIDYALAYA

All teachers & students reported that the reservation of seats in Adarsha Vidyalaya was;

75% seats for rural students.

25% seats for urban students.

4.3.4 REMEDIAL MEASURES PROVIDED BY ADARSHA VIDYALAYA.

After lunch, remedial classes would run in two shifts, from 3.30 PM to 4.20 PM to 5.10 PM, according to all teachers and students. Super Wise Study for all kids (6:45–7:45 PM, following games). Board night special lesson from 9.15 p.m. to 10.30 p.m. Next, an additional morning class for board students under the remedial and enrichment programme. Focus is on challenging subjects, such as English, Economics, Maths, and Physics, from 6:00 AM to 7:00 AM.

4.3.5 SCHOLARSHIP PROVIDED BY ADARSHA VIDYALAYA

All teachers & students stated that no separate scholarships were given to the students belonging to SC, ST & OBC students of Adarsha Vidyalaya, since all these students are provided free education.

4.3.6 FEES CHARGED TO STUDENTS OF ADARSHA VIDYALAYA

All teacher stated that any fees were not charged to the students of Adarsha Vidyalaya.

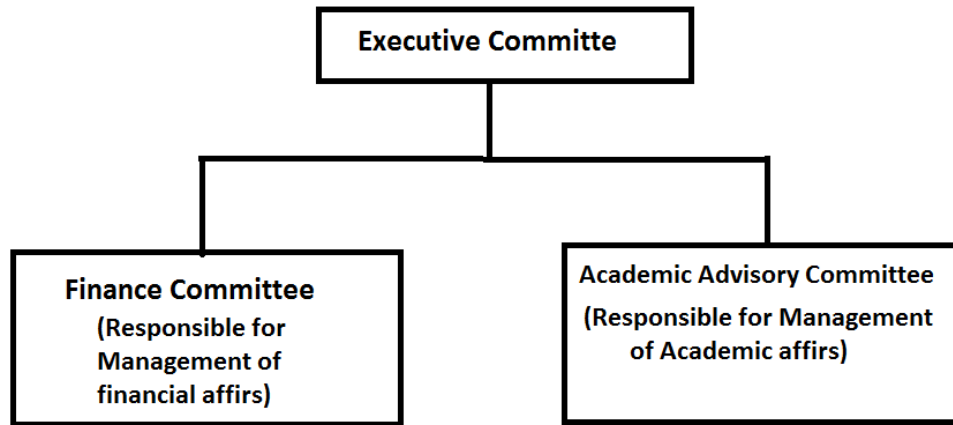
4.3.7 PTA MEETING OF ADARSHA VIDYALAYA

All teacher & students stated that on every Saturday of week PTA meeting was organized in Adarsha Vidyalayas.

4.3.8 MANAGEMENT OF ADARSHA VIDYALAYAS

All teacher reported that Adarsha Vidyalayas were managed by Odisha Adarsha Vidyalaya Sangathan which is an autonomous organization under ST & SC Education Minister, Dept. of secondary & higher education, Govt. of Odisha.

The Sangathan functions through an executive committee under the chairmanship of the honorable Education Minister of Odisha, The executive committee is assisted by two sub-committees i.e.



Again, the Samiti has established 1 regional offices for the administration & monitoring of Adarsha Vidyalayas.

Once more, the Samiti has set up one regional office to oversee and manage Adarsha Vidyalayas.

Once more, there are two bodies for every Vidyalaya: the Vidyalaya Advisory Committee

The management committee of Vidyalaya

The chairman of the Vidyalaya level committee, which is composed of local educators, public representatives, and district _____ officers, is the district magistrate of the relevant districts.

MEDIUM OF LANGUAGE OF ADARSHA VIDYALAYAS

All teachers & students reported that medium of language was English.

4.3.9 PHYSICAL FACILITIES AVAILABLE IN ADARSHA VIDYALAYA

The availability of physical facilities in Adarsha vidyalaya reported by teachers is represented in Table No.4.3.9

Table No.-4.3.9

Sl. No.	Physical Facilities	F	Teacher (%)
1	Classroom	45	100
2	Staffroom	45	100
3	Office room	45	100
4	Boundary wall	45	100
5	Well organized library	45	100
6	Well equipped laboratory	45	100
7	Separate toilets	45	100
8	Playground	45	100
9	Garden	45	100

10	24X7 Water supply	45	100
11	Electricity Facilities	45	100
12	Drinking water	45	100

It is evident from the above table that all Adarsha vidyalaya had 100% availability of all physical facilities such as classroom, staff room ,office room, boundary wall, well organized library, well equipped laboratory, separate toilets, play ground ,water supply , electricity facilities & drinking water, etc. Those facilities were also adequate for teachers % students.

4.3. 9.1TYPE OF BUILDING

As reported by teachers, all the Adarsha vidyalayas had pukka building.

4.3.10 TOTAL SEATS AVAILABLE IN ADARSHA VIDYALAYAS

It is evident from the data that the total seats of Adarsha Vidyalaya are 480 in which various classes are included such as VI,VII,VIII,IX,X,XI& XII.

4.3.11 HOSTEL FACILITIES

Almost all the teachers & student (100% reported that there were no hostel facility in their schools.

4.3.11.1TOTAL NO. OF RESIDENT ROOMS

It is worthy to mention that all the teachers 7 student mentioned that there were no resident rooms in each hostel.

4.3.11.2 AVAILABILITY OF THE FACILITY OF THE HOSTEL

Response of student regarding the availability of hostel facility are present I the no-4.11.2

Table No-4.11.2

Sl.NO	Facilities	F	Student	%
	In the hostel			
1.	Common Room	60		100
2.	Dining Hall	60		100
3.	Guest Room	60		100
4.	Water Supply	60	100	
5.	Electricity	60		100

Table No-4.5 shows that all adarsha Vidyalayas had 100% availability kof physical facility such as common room, dining hall, gust room, water supply & electricity etc. These facility were also adequate for the school.

4.3.11.3 ACCOMMODATION AVAILABLE IN THE HOSTEL

Almost all teacher report that there was accommodation facility is available.

4.3.11.4 FACILITIES AVAILABLE IN RESIDENT ROOMS

Availability of facilities has been presented in Table No.4.11.4

Responses of teachers regarding facilities available in resident rooms:

Table No-4.11.4

Sl. No	Facilities in Resident rooms	Student	
		F	%
1.	Cot	60	100
2.	Chair	60	100
3.	Table	60	100
4.	Rack	60	100
5.	Wall fitted Almirah	60	100

It is evident from the above table that there were 100% facility available in hostel resident rooms.

4.3.11.5 AVAILABILITY OF SEATS IN SCHOOL HOSTEL

All teachers & student reported that hostel facilities were not available for all student.

4.3.11.6 VISIT OF SUPERINTENDENT TO THE HOSTEL

Almost all student reported that the hostel superintendent visit daily to the hostel during study hour from 7PM to 9PM.

4.3.11.7 PROVISION OF FOOD

All teachers & student stated that the 5 times foods were provided to the hostellers, such as;

At 6 AM – Tea & biscuits

4.3.12 SYLLABUS

Almost all (100%) teachers reported that their school followed the syllabus presented by the Central Board of Secondary Education.

4.3.13 AVAILABILITIES OF TLM

The availability of TLM has been presented in table No- 4.3.16

Responses of teachers regarding availability of TLM:

Table No- 4.13

SL.NO	TLM	Teachers	
		F	%
1.	Blackboard	45	100
2.	Bulletin Board	45	100
3.	Map	45	100
4.	Chart	45	100
5.	Globe	45	100
6.	LCD Projector	45	100

The above table shows that all Adarsha Vidyalayas the TLM such as blackboard, bulletin board, map, chart, globe & LCD projector etc. were 100% available.

4.14 ADEQUACY OF TEACHING AIDS

There were sufficient TLM available to teach different subjects.

4.15 USE OF TEACHING AIDS

All teachers reported that they use TLM for different subjects while teaching in the schools.

4.16 EVALUATION PROCEDURE

The evaluation procedure of Adarsha Vidyalayas are presented in Table No.416

Reponses of teachers & student regarding the evaluation procedure adopted in the school.

Table no- 4.16

SL NO.	Procedure	Teachers		Student	
		F	%	F	%
1.	Unit test	30	100	60	100
2.	Monthly test	30	100	60	100
3.	Half yearly test	30	100	60	100
4.	Annual test	30	100	60	100

It is evident from the above table that almost all (100% teacher & student) reported that unit test, monthly test, half-yearly test & annual test are conducted in their school.

4.17 EVALUATION TECHNIQUE

The technique adopted for evaluation the learning outcome of student in different subjects has been presented in Table No-4.3.18

Responses of teachers & student regarding the evaluation technique adopted In the school.

Table No-4.17

Sl. No	Techniques	Teachers	
		F	%
1.	Oral Test	30	100
2.	Written Test	30	100
3.	Practical Exam	18	60

The above table shows that 100% of teachers use oral test & written test & only 60% of teachers use partial exam to evaluate the students.

4.18 MEDICAL FACILITIES OF ADARSHA VIDYALAYA

All teachers reported that there was a medical inspection room with a staff nurse to provide medical need. Regular health is being carried out & update cards were maintained.

4.19 CO-CURRICULAR ACTIVITIES OF ADARSHA VIDYALAYAS

The co-curricular of Adarsha Vidyalaya were presented in the table.

Response of the teachers & student in the organization of co-curricular activities of AAdarsha Vidyalaya;

Table No. - 4.19

Sl.No.	Co-curricular Activities	Teachers		Students	
		F	%	F	%
1.	Debate	45	100	60	100
2.	Drama	40	88	50	83
3.	Story Writing	35	77	52	86
4.	Creative writing	38	84	49	81
5.	Mehendi competition	20	45	30	50
6.	Math. Quiz	26	57	40	67
7.	Greeting Card	15	33	20	33
8.	Dance	45	100	60	100
9.	Song	45	100	60	100
10.	Yoga	42	82	42	70
11.	Calligraphy	30	67	30	50
12.	Mimicry	15	33	40	67
13.	Celebration Of National Days	45	100	60	100
14.	Celebration of birthday Of Great men	45	100	60	100

4.4 SUGGESTION OF TEACHERS

Suggestion of teachers of Adarsha Vidyalaya for the improvement of functioning were, pace setting activities to be taken up more, children should be go to more outside completion, children should be given permission to go to the outside world like, Bank, post office etc. teachers should be appointed in their own district.

4.5 SUGGESTION OF STUDENT

Suggestions of student of Adarsha Vidyalaya were hostel facilities should be available for them. Adarsha Vidyalayas in Odisha provide quality education to distant students. However, there is always room for improvement. Here are some proposals that were made:

1. Introduction of Commerce: It has been suggested to offer commerce as a topic in Odisha Adarsha Vidyalaya.

2. Gyanakosha: The school distributes the Gyanakosha, a bank of probable and previous year questions to help pupils achieve in the board examinations³. Teachers also assist students in other classes with doubt clearing and self-study sessions³. This practice could be improved and expanded.

3. Admission Process: There have been ideas for streamlining the admissions process. For example, the proposal for admission via Hon'ble MP (Rajya Sabha) should be forwarded to the Sangathan

4. Infrastructure Development: An iconic Adarsha Vidyalaya is being planned in Andharua, on the outskirts of the Odisha capital, with an estimated cost of Rs 100 crore². More similar efforts could be implemented to improve the infrastructure of these institutions.

Here are some of the suggestions that have been made. It is vital to highlight that these are ongoing issues that must be addressed continuously. The government and school officials must collaborate to ensure that these schools provide an environment favourable to learning.

CHAPTER-V

SUMMARY, MAIN FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1. OBJECTIVES OF THE STUDY

The following are the study's objectives:

- To research the student-teacher ratio pattern that Adarsha Vidyalayas uphold.
- To research the extracurricular activities that students participate in.
- To research the Adarsha Vidyalayas' admissions process.
- To research the quality of education provided by Adarsha Vidyalayas.
- To research the process that Adarsha Vidyalayas uses for academic evaluation.
- To assess the Adarsha Vidyalayas' infrastructure's suitability.
- To research the Adarsha Vidyalayas' student housing arrangements.
- To research the Adarsha Vidyalayas' syllabus.

5.2. METHOD

Descriptive survey method was followed for the present study.

5.3. SAMPLE

A representative subset of the population makes up the sample. One school was chosen at random from among the Jajpur district's total number of Adarsha Vidyalayas. Twenty kids and ten teachers were chosen from this school. Teachers were chosen using the random selection technique. Thus, ten instructors and twenty Adarsha Vidyalaya pupils made up the study's sample.

5.4. TOOLS USED

Two self made questionnaires were developed and used by the investigator for collection of data.

- Questionnaires for Teachers
- Questionnaires for Student

5.5. STATISTICAL TECHNIQUES USED

Data collected for the study were analyzed using frequencies and percentages.

5.6 DELIMITATION OF THE STUDY

The study was delimited to 1 Adarsha Vidyalaya of the Jajpur district of Odisha.

5.7 MAIN FINDINGS

- Almost all teachers (100 per cent) reported that, the number of teachers of Adarsha Vidyalaya were between 5-15.
- Almost all teachers (100 per cent) reported that, the number of student of Adarsha Vidyalaya were between 250-300.
- Almost all teachers (100 percent) reported that, the procedure of admission was entrance test conducted by CBSE.
- Almost all teachers (reported that, subjects included in the Entrance Test were Reasoning, Mental Ability Skill, Mathematics and Regional Language.
- Almost all teachers (100 per cent) reported that, any student passed class-v from any Govt. recognized schools were eligible to appear Entrance Test of Adarsha Vidyalaya.
- Almost all teachers (100 per cent) reported that, the school timing of Adarsha Vidyalaya was 7.45AM to 1.15PM.
- Almost all teachers (100 per cent) reported that, the 75 per cent of seats Reserved for Rural students, 25 per cent seats for Urban Students.
- Almost all teachers (100 per cent) reported that, the medium of instruction of Adarsha Vidyalaya was English.
- Almost all teachers (100 per cent) reported that, all type of physical facility was available in the school such as sufficient class room, well organized library, separate laboratory for physics, mathematics and chemistry, Language Laboratory, staff quarters, permanent football ground, volleyball and basketball court, 24 hours water facilities, multipurpose hall and computer laboratory which was fully air-conditioned.
- Almost all teachers (100 per cent) reported that, there was no hostel facility in Adarsha Vidyalaya.
- Almost all teachers (100 per cent) reported that, all schools and hostel had pucca building.
- Almost all teachers (100 per cent) reported that their school followed the syllabus presented by the Central Board of Secondary Education.
- In all Adarsha Vidyalaya the TLM such as blackboard, bulletin board, amp, chart, globe, & LCD projector etc. were 100 per cent available.
- There were sufficient TLM available to bale different subjects.

- All teachers reported that they use TLM, for different subjects while teaching in the schools.
- It is evident the above table that almost all (100 per cent teachers & student) reported that unit test, monthly test, half-yearly test & annual test are conducted in their school.
- 100 per cent of teachers use test & written test & only 66 per cent of teachers use practical exam to evaluate the students.
- All teachers reported that, there was medical inspection room with a staff nurse to provide medical need. Regular health is being carried out 7 update health cards were maintained.
- Mostly 80 per cent of teachers & 70 per cent of students stated that various co-curricular activity were organized in Adarsha Vidyalaya such as, Debate, Drama, Story writing, Creative writing, Mehndi competition, Math, Quiz, Greeting Card, Dance, Song, Yoga, Calligraphy, Mimicry, Celebration of National Days, Celebration of birthdays of Grate men, Gardening etc.
- 44% of teachers followed demonstration method, 55% of teachers followed inductive & Deductive method, 66% of teachers followed play way methods and only 44% of teachers followed demonstration-cum-discussion method and 22% of teachers followed story telling methods. It is may be concluded that most of the teachers follow various method.
- All teachers & student reported that remedial class after lunch would be 3.30PM to 4.20PM emphasis on difficult subjects, viz. English, Economics, Math & Physics.
- All teachers & student stated that no separate scholarships were given to the student belonging to SC, ST & OBC student of Adarsha Vidyalaya, since all these students are provided free education.
- All teachers & students stated on every Saturday of a week PFA meeting was organized in Adarsha Vidyalayas.
- All teachers reported that manual & students from each school go to another region of the country.
- Suggestion of teachers of Adarsha Vidyalaya for the improvement of functioning were, pace setting activities to be taken up more, children should be go to more outside competition, children should be given permission to go the outside world like, Bank, Post office etc. teachers should be appointed in their own district.
- Suggestion of student of Adarsha Vidyalaya weer hostel facilities should be available.

5.8 EDUCATIONAL IMPLICATIONS

- One Adarsha Vidyalaya should be opened in one Block.
- In rural area awareness may be created about the fee facilities of Modal Schools.
- All teachers of Adarsha Vidyalaya may be appointing in their own district.
- Children may be connected with more out sided environment except Aadersa Vidyalaya camps.

5.9 SUGGEATION FOR FURTHER RESEARCH

The suggestions for further research are given below:-

- Studies may be conducted by taking large sample.

Reference:

Ambasht, N.K. (2001). “ **Tribal Education problems and Issues**” New Delhi: Venkatesh prakshan.

Bastia, K.C. (1982). “ A study of National Audit Education Programme in the tribal Region of Orissa State.” **Unpublished Ph.D. thesis in Education.** Baroda, Maharaja Sivaji Rao University.

Behura, N.K. and R.P. mohanty (2005). “State and Empowerment of the Girl Child Aspects in Cross Cultural Context.” New Delhi **Discovery**.

Best, J.W. and Kahn, J.V. (1993), **Research in Education (5th ED.)**, New Delhi : Prontice Hall of india Pvt. Ltd.

Bharagava, S Mand Mittal, S.C. (1998). “Sample Survey of Educational Facilities for Scheduled castes and Scheduled Tribes in Rajasthan.”

Independent Study, New Delhi: National Council Of Educational Research and Training.

Bhargav, S.M. (1998). “ **Survey of Education Facilities for the weaker section of the society**, Namely Scheduled Tribes, in Orissa Independent Study. New Delhi: National Council of Educational Research and Training.

Biswal, G.C. (1991). Needs and Problems of a tribal community in orissa with regard to Education: An Independent Study. **Unpublished Ph.D Thesis in Educational.** Baroda: Maharaja Sivaji Rao University.

Buch, M.B.ed. (1974). **A First Survey of Research in Education.** Baroda Maaraja Sivaji Rao University Centre of Advance Study of Education.

Buch, M,B.ed. (1979). **Second Survey of Research in Education (1972-78)**, Baroda: Society for Eduation research and Development.

Buch, M.B.ed. (1987). **Third Survey of Reserch in Education(1978-83)**. New Delhi: National Council of Educational Reserch and Training.

Buch, M.B.ed. (1991). **Fourth Survey of Reserch in Education(1983-88). Vol.I & II.** New Delhi: National Council of Education Research and Training.

Ambasht, N.K(2001). “**Tribal Education Problems and Issues.**” New Delhi: venkatesh Parkshan.

Basti, K.C.(1982). "A study of National Audit Education Programme in the Tribal Region of Orissa State."

Unpublished ph.D.thesis in Education. Baroda, Maharaja Sivaji Rao University.

Behura, N.K. and R.P. Mohanty (2005). "Status and Empowerment of the Girl Child Aspects in Cross Cultural Context. New Delhi." **Discovery.**

Best, J.W and Kahn, J.V.(1993). "Sample Survey of Educational Facilities for Scheduled Castes and Scheduled Tribes in Rajasthan." **Independent Study**, New Delhi: National Council Of Educational Research and Training.

Bhargava, S.M.(1989). "Survey of Education Facilities for the weaker section of the society, Namely Scheduled Tribes, in Orissa **Independent Study**. New Delhi: National Council of Educational Research and Training.

Biswal, G.C.(1991). Needs and Problems of a tribal community in Orissa with regard to Education: An Independent Study. **Unpublished Ph.D Thesis in Educational.** Baroda: Maharaja Sivaji Rao University

Buch, M.B.ed.(1974). **A First Survey of Research in Education.** Baroda: Maharaja Sivaji Rao University Centre of Advanced Study of Education.

Buch, M.B.ed. (1979). **Second Survey of Research in Education (1972-78)**, Baroda: Society for Education research and Development.

Buch, M.B.ed. (1987). **Third Survey of Research in Education(1978-83)**. New Delhi: National Council of Educational Research and Training.

Buch, M.B.ed. (1991). **Fourth Survey of Research in Education(1983-88)**. Vol.I & II. New Delhi: National Council of Education Research and Training.

NCERT (2006).**Sixth Survey of Educational Research (1993-200)** Vol.I. New Delhi: National Council of Educational research and training.

Ncert (2007).**Indian Educational Abstracts**, Vol.I, No.1 and 2.

OMTES (2009-10)- **annual report Orissa model tribal education Society**, Bhubaneswar. Department of Scheduled Castes and Scheduled Tribes, Government of Odisha.

OTA, A.B. Bara, F. & Pattanik, K (2010).**Dimensions of Tribal Education** in Orissa. Bhubaneswar: Scheduled Castes and Scheduled Tribes Research Training Institute, Government of Odisha.

OTA, A.B., Mohanty, R.P. (2009) *Educaton of the Tribal Girl Child; Problems and Prospects*, Bhubaneswar: Scheduled castes and Scheduled Tribes **Research Training Institute**, Government of Odisha.

Panda, B.K. (1996).**Functions and Organization of Tribe Schools.**

Delhi: Anamika Publisher.

Patnaik, U.S. and Topps, S.J (1994).“**Impact of Scholarship on Tribal Education** in Jashpur project.” Raigarh District, Bhopal: Bulletin of the Tribal Research Institute.

Pattnaik, P.K (2011). “**Creativity of Tribal and Non-Tribal High School students of West Gar Hills of Meghalaya**” Prangnya, Journal of Social Science, Vol.2, No.2. pp. 34-41.

Pradhan, N (2004). “**Educational of Out of School Tribal Girls**”.**The Primary Teacher. Vol. XXIX, No. 3-4**, pp 57-68.

Pradhan, S. (2010).“**problems of Tribal Education India: A Micro Scopic Analysis**” Prangnya, Vol.1, pp 81-85.

Raising, P, and Swain, A.K. (2010). “**Achievement of Tribal and Non-Tribal Children in English at Secondary Level: Effort of study Habits and Institute Climate.**” Prangnya, Vol.I, No.1, pp. 52-55.

Ramana, G.V.(1989). *Problems of Education among the Tribal Communities of Andhra Pradesh: a Case Study of Ashram Schools.* **Unpublished Ph.D Thesis in Education.**ASri Venkateswara University.

Sachitananda and Sinha, Ramesh, P(1989). *Education and the Disadvantaged: A Student of Scheduled Castes and Scheduled Tribes.* **Independent Study.** Patna: A.N. Sinha Institute of Social Studies.

Choudhuri, P. (2010). “**The Academic Achivement of Tribal students of Ashram schools of Surat District**”. *The Journal of Indian Education*, Vol. XXXVI, No. 2, pp 35-46.

Das, Achyut., (1991). *Innovative Education in Remote Tribal Blocks: A Search for Contents and Methods.* **Independent Study**, Korapur, AGRAGAMEE, Kashipur.

Das.R. (2006).“**Education and Empowerment of Tribal Women**” In *Tribal Development in India*. Eds, Mishra, S.K., Samal, A.K. and Rath, B, Angul: Talcher College Talcher, pp. 61-64.

Deshpande, L. (1984). “**A Critical Study of the Nature, Scope and Effective Utilization of the Facilities given to Student of Backward Classes, since Independence and Reaction of Students and Teaching**”

Community of College in the City of poona to the privilege of such facilities.” **Unpublished Ph.D Thesis in Education**, SNDT Bombay: Srimati Nathibai Thakesey, University.

Dhebar, U.N. (1962). Report of the Commissioner for Scheduled Tribe, Vol. I, New Delhi: **Ministry of Home Affairs**.

Ekka, E.M. (1990). Development of Tribal Education in Orissa after Independence.” **Unpublished Ph.D. thesis in Education**, Bhubaneswar: Utkal University.

Gaur, A.K. (1989).“ **the Study of Special Facilities** (incentives) and Educational Development of Tribal Student and the attitude of Society Towards Them.” **Independent Study**, Udaipur: Kanwar pada Senior Higher Secondary School(ERIC Funded).

Government of India, Ministry of Education (1953). Report of **the Secondary Education Commission** (1952-53). New Delhi: Ministry of Education.

Government of India, Ministry of Education (1966).**Education and National Development**.Report of the Education commission (1964-66). New Delhi: Ministry of Human Resource Development.

Government of India. Ministry of Human Resource Development (1992)
National Policy on Education-1986(with modification under in 1992)
New Delhi Ministry of Human Resource Department.

Government of Odisha, **Department of school and mass education** (2003) vision (2020) ; Bhubaneswar; Department of school and mass Education.

Government of odisha,(2010), **Policies and stratagies of tribal educational Development in odisha** and scheduled tribals research and training Institute vol.50, No.1 June and December ,pp120-129.

Government of odisha, department of planning and co-ordination (2009-10) status of scheduled tribes **Economy survey** (2009-10) Bhubaneswar ; department of planning and co-ordination.

Government of odisha ,Department of tribal welfare (1994) . **Tribal Education in Orissa in the cotext of Educational for ALL by 2000AD** –A Status paper.Bhubaneswar ; Department of tribal Welfare.

Jadhav, N.L.(1983).’Educational development of tribal of Nashik District.” **Unpublished Ph.D. thesis in Education**, Poona; Poona University.

Jha, P. (1983). “ **An Evaluation Study of the Hostels and Ashrams for tribal girls Students**” Bhopal: tribal research Institute.

Kishan, N.R., and Bhukhya, D. (2010).“Indian tribal Education effective pedagogy”. **Edutraks**, Vol.9, No. 5, 26-29.

Koul, C.L. and Gupta, J.K. (1990).” A Sample Study of School library Facilities and their Utilization in Secondary School of four Selected States.” **Independent Study**. (ERIC Funded). New Delhi: National Council of Educational Research and Training.

Koul.L. (2005).**Methodology of Educational Research**. New Delhi: Vikash Publishing House Pvt. Ltd.

Krishnarao, R. (1986). **Case study of Seven Tribal Area Schools** Hyderabad: tribal and Harijan research and Training Institute.

Kandu, **M. tribal Education-New Perspectives**. New Delhi: Gyan Publishing House.

Lakamma (1990).“ a comparative study of the problems of scheduled castes, Scheduled Tribe and Non-Scheduled Castes High School girls ion relatn to their Traditionality of Modernity.” M.Phil, **Unpublished M.Phil.Dissertation in Education**.Bangalore, Bangalore University.

Mathur, N.N.G. (1994). **Problems of Tribal Education**. Udayapur: Shiva Publishers

Caste, S.C. (1988). “Sample Survey of Education Facilities foe scheduled Castes and scheduled Tribes in Rajasthan. **Independent Study**. (ERIC Funded) New Delhi: National Council of Educational Research and Training.

Mohanty, R.P. and Biswal D.N. (2007).” **Elementary Education in Tribal india, Experience from Eastern Indian States**, New Delhi: Serials.

NCERT (1996).**Indian Educational Abstracts**, Issue 1.

NCERT (1997).**Indian Educational Abstracts**, Issue 2.

NCERT (1998).**Indian Educational Abstracts**, Issue 3.

NCERT (1998).**Indian Educational Abstracts**, Issue 4.

NCERT (1999).**Indian Educational Abstracts**, Issue 5.

NCERT (2000).**Fifth Survey of Educational Research** (1988-92), Vol.1, New Delhi: National Council of Educational Research And Training.

NCERT (2000). **Fifth Survey of Educational Research (1988-92)**, Vol.2, New Delhi: National Council of Educational Research And Training.

NCERT (2001). **Indian Educational Abstracts**, Issues 7 and 8.

NCERT (2002). **Indian Educational Abstracts**, Vol.2, No.1.

NCERT (2002). **Indian Educational Abstracts**, Vol.2, No.2.

NCERT (2003). **Indian Educational Abstracts**, Vol.3, No.1.

NCERT (2005). **National Curriculum Framework for School Education (2005)**. New Delhi: National Council of Educational Research And Training.

Shah, Beena (1989). **Educational Problems of Tribal Students Independent Study**, Berly: Rohilkhand University. (ICSSR Funded)

Shah, G. el. AI (1985). **Tribal Education in Gujarat**. Delhi Ailhad Publishers.

Shukla, Neeraj (1995). **Effectiveness of various Interventions for Improving Tribal Education**. December, 1995, New Delhi national Council of Educational Research and Training.

Sikligra, P.C. (1994). "Status of Tribal Education in India." **Journal of Community Gudance and Research**, Vol. 2, no. 1.

Sujatha, K. (1987). "Ashram schools for Tribal Children," **New Frontiers in Education**, Vol. XVII, No. 40, New Delhi.

Swain, A.K. (2011). "Effects of study Habits on Achievement of Tribal Children in English at elementary Stage," **Prangnya, Journal of Social science**, Vol. 2, Vol. 2 pp. 47-50.

Swain, B.C. (2006). "Education of Scheduled Tribe Children in Orissa" **Tribal Development in India**, Angul: Teacher College, Talcher, pp, 76-80.

Swain, B.C. and Das, R. (2003). "The Effective Principle: "Characteristics of effective schools," **The Educational Review**, Vol.45, No.6.

Swain, S.S. & Acharya, S. (2011). "Study habits and its Effects on Anxiety Leve;s and academic Achivment of Tribal and Non- Tribal Students at Secondary level", **Prangnya, Journal of Social science**, Vol. 2, No. 2 pp. 27-33.

Sera, Hemanta (1988), " Tribal and Educationa." A guest for intrgration I the Regional mainstream.

Independent study, Udaipur: G.S. Teacher College.

Smbare, Vidya Vasideo (1994). Critical Study of the Ashram school in the State of Maharashtra with Special Reference to Kolharpur ans State district."Unpublished Doctoral Dissertation Education, Shivaji University.

A.N. (1958). "ten years Progress of Ashram Education in Orissa **Vanyajati**, Vol. VI, No. 4 P. 157.

Education Design.In : India focusing on Educational Projects.

APPENDICES

QUESTIONNAIRE FOR THEACHERS

Name of the School : _____

Name of the Teacher : _____

1. How many teachers are there in your school? _____
2. How many students are there in your school? _____

Class wise: Class vi : _____

Class vii : _____

Class viii : _____

Class ix : _____

Class x: _____

3. What is the procedure of admission in your school?

- a. Entrance Test
- b. Mark Basis
- c. Interview
- d. Any other mode

4. What is the school timing? _____

5. List the physical facilities available in your school:

- a. Boundary wall (Y / N)
- b. All weather (paka) building (Y / N)
- c. Room of the each class (Y / N)
- d. Adequate furniture (Y / N)

- e. Well equipped laboratory (Y / N)
- f. Well organized library (Y / N)
- g. Separate toilets for boys & girls (Y / N)
- h. Play ground (Y / N)
- i. Games & sports materials (Y / N)
- j. Garden (Y / N)
- k. 24/7 water supply (Y / N)
- l. Drinking water (Y / N)
- m. 24/7 Electricity (Y / N)
- 6. Do you have hostel facilities in your school ? Yes / No

For Boys

For Girls

7. How many hostels are available in your school?

For Boys

For Girls

8. Please tick mark () the type of accommodation in the hostel.

- (i) Building
- (ii) Asbestos
- (iii) Tile
- (iv) Thatched

For Boys

For Girls

Any other, please mention

9. Please mention the available facilities in the hostel.

- (i) No. of rooms
- (ii) Common room
- (iii) Dining hall
- (iv) Guest room

For Boys

For Girls

Any other, please mention

10. Please tick mark () the accommodation available in the hostel for;

For Boys

For Girls

- (i) Superintendent
- (ii) Choukidar
- (iii) Matron
- (iv) Cook

Any other, please mention

11. Please tick mark () the facilities available in resident rooms.

For Boys

For Girls

- (i) Cot
- (ii) Chair
- (iii) Table
- (iv) Rack
- (v) Wall fitted almirah

Any other, please mention

12. Please mention total no. of the followings in the hostel.

For Boys

For Girls

- (i) Bathroom
- (ii) Latrine
- (iii) Urinal
- (iv) Wash basin
- (v) Dining hall
- (vi) Common room

Any other, please mention

13. How many seats are available in your school hostel?

SC: _____ ST: _____ Total: _____

SC: _____ ST: _____ Now staying

General: _____

14. Please tick mark () the types of room in the hostel.

For Boys

For Girls

- (i) Single seated
- (ii) Dormitory
- (iii) Halls

Any other, please mention. _____

15. Do you have hostel superintendent? Yes / No

16. Please tick mark () the visit of superintendent of the hostel.

For Boys

For Girls

- (i) Daily
- (ii) Weekly
- (iii) Occasionally

Any other, please mention

17. Does your hostel superintendents are looking after the health & hygienic condition of the boarders?

Yes / No

18. Please mention the foods provided to the students in,

	For Boys	For Girls
(i) Breakfast	: _____	_____
(ii) Lunch	: _____	_____
(iii) Dinner	: _____	_____

19. Does Govt. provide all required materials / incentives to students?

Yes / No

If yes , mention the incentives:	For Boys	For Girls

20. Does Govt, provide scholarship to the student? Yes / No

If yes, mention the amount: For Boys For Girls

21. Is your school affiliated to Board of Secondary. Odisha ? Yes / No

21. Does your school follow the syllabus prescribed by Board of Secondary , Odisha?

Yes / No

22. Please tick mark () the teaching aids available in your school to teach different subjects.

(i) Blackboard	()
(ii) Bulletin Board	()
(iii) Map	()
(iv) Chart	()
(v) Models	()
(vi) Diagrams	()
(vii) Television	()
(viii) Radio	()
(ix) Computer	()

Any other, please mention.

23. Do you think teaching aids available in your school are sufficient?

Yes / No

24. Do your teachers use teaching aids while teaching? Yes / No

25. What procedure does your school follow to evaluation the performance of students in different school subjects?

- (i) Unit test ()
- (ii) Monthly test ()
- (iii) Half-yearly examination ()
- (iv) Annual examination ()

Any other, please mention.

- (i) Oral test ()
- (ii) Written test ()
- (iii) Practical test ()

Any other, please mention

26. Do your teachers take remedial to improve the academic achievements of the students?

Yes / No

If yes, please mention the measures taken by you

27. Please mention the modes of reporting the result to the students.

- (i) Monthly (ii) Bi-monthly (iii) annually

28. Does your school organize

- (i) Seminar ()
- (ii) Work shop ()
- (iii) Study tour ()
- (iv) Science fare ()

29. Please mention the HSE & CHSE exam. Result in your school during the session 2014-15.

Class 1st Division 2nd Division 3rd Division Fail

X

XII

30. Please mention the I-curricular activities organized in your school.

- (i) Debate ()
- (ii) Drama ()
- (iii) Story Writing ()
- (iv) Creative Writing ()
- (v) Mehndi Competition ()
- (vi) Math. Quiz ()

- (vii) Greeting Card ()
- (viii) Dance ()
- (ix) Song ()
- (x) Yoga ()
- (xi) Calligraphy ()
- (xii) Mimicry ()
- (xiii) Celebration of National days ()
- (xiv) Gardening ()
- (xv) Celebration of birthdays of Great men ()
- (xvi) NSS ()
- (xvii)NCC ()
- (xviii) Song ()

Any other, please mention

31. Does your institution published?

- (i) Magazine ()
- (ii) Wall Magazine ()
- (iii) Calendar ()
- (iv) Bulletin ()

Any other, please mention

- 32. Does your school provide cycle for the students? Yes / No
- 33. Does tour school have provision for mid-day meal? Yes / No
- 34. Does your school provide mosquito net for the boarders? Yes / No
- 35. Do you have PTA / MTA? Yes / No

If yes, please mention the items which are discussed in PTA.

36. Do you have school management committee / school development committee?

If yes, please mention the items which are discussed in guardian SMC / SDC meeting?.

37. Please give suggestions to improve the status of your school.

QUESTIONNAIRE FOR STUDENTS**SECTION-A**

1. Name :
2. Sex :
3. Category : ST/ SC/ Other
4. Name of the school :
5. Father's Name :

SECTION-B

1. Please tick mark (\checkmark) the physical facilities available in your school.

- | | | |
|---------|---|-----|
| (i) | Classrooms | () |
| (ii) | Principal's room | () |
| (iii) | Staff common room | () |
| (iv) | Office room | () |
| (v) | Student's common room | () |
| (vi) | NCC room | () |
| (vii) | Store room | () |
| (viii) | Meeting room/ Auditorium | () |
| (ix) | Computer room | () |
| (x) | Furniture (for all students & teachers) | () |
| (xi) | Electricity connection | () |
| (xii) | Drinking water facility | () |
| (xiii) | Toilet Facility | () |
| (xiv) | Library | () |
| (xv) | Laboratory | () |
| (xvi) | Play Ground | () |
| (xvii) | Boundary wall | () |
| (xviii) | Staff quarters | () |
| (xix) | Garden | () |
| (xx) | Kitchen room | () |
| (xxi) | Hostel (boys & girls) | () |

Any other, please mention _____

2. Does your school have adequate no. of the following facilities?

- | | | |
|-------|------------|----------|
| (i) | Classrooms | Yes / No |
| (ii) | Furniture | Yes / No |
| (iii) | Toilet | Yes / No |

(iv)	Store room	Yes / No
(v)	Books in Library	Yes / No
(vi)	Newspaper/ Journals / Magazines	Yes / No
(vii)	Aid & equipments	Yes / No
(viii)	Sports equipments/ Materials	Yes / No
(ix)	Staff quarters	Yes / No
(x)	Telephone	Yes / No
(xi)	Book bank	Yes / No
(xii)	Computer room	Yes / No
(xiii)	Internet facility	Yes / No
(xiv)	Fast-aid Box	Yes / No
	Hostel's room mention	Yes / No Any other, please

3. What kind of building does your school have ?

- (i) Building ()
- (ii) Asbestos ()
- (iii) Tile ()
- (iv) Thatched ()
- Any other, please mention

4. Please mention the availability of the facilities in the hostel.

	For Boys	For Girls
(i) No. of rooms		
(ii) Common room		

25. Dining room

25. Guest room

Any other, please mention

25. Total no. of resident room in the hostel

	For Boys	For Girls
--	----------	-----------

5. Please tick mark (√) the facilities available in resident rooms.

For Boys

For Girls

(i) Cot

(ii) Chair

25. Table

25. Rack

(v) Wall fitted almirah

Any other, please mention

6. Please tick mark (√) the tupe of rooms in the hostel.

	For Boys	For Girls
(i) Single seated	