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FUNCTIONING OF ODISHA ADARSHA VIDYALAYA(OAV): A CASE STUDY

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Abstract

The present study examined a case on functioning of Badadeuli Odisha adarsha Vidyalaya (OAV) of Mayurbhanj district. The objectives of the study were (i) To find out physical facilities available in Badadeuli Odisha Adarsha Vidyalaya (OAV) .2. To find out the qualifications, recruitment process & availability of teachers of Badadeuli Odisha Adarsha Vidyalaya (OAV) .3. To study the process of classroom transaction.4. To find out the transport facilities communication mode used by students to attend school. A case study method was adopted for the present study. For the present study principal, all teachers teaching secondary classes, class 9th students of Badadeuli school were selected as sample. In order to collect relevant information from both teachers and students the researcher used the following tools i.e 1. school information blank 2. Questionnaire for teachers 2. classroom observation schedule 3. Focused group discussion. The major findings of the study were i. Student enrollment of Badadeuli Odisha adarshavidyalaya school(OAV) of Mayurbhanj district about 346(100%) students are studying from class 6th to 10th .Out of them 152(43.93%) are boys and 194(56.07%) are girls. It is a very good sign that more number of girls students are studying as compare to their boy's counterpart.2. At Badadeuli Odisha Adarsha Vidyalaya (OAV) there is provision of hostel accommodation only for 100 girl students from class 6th to 10th standard. Again, no hostel facilities are available for boy students. It is very difficult for day scholar to come to school in time which is far away from their home. 3. A total number of 346 students are studying there & out of them 100 girl students are residing in hostel and others are coming to school by using different mode of transportation. Similarly, within 5k.m about 98(39.83%) students coming to OAV. Out of them 60(24.39%) are boys & 38(15.44%) are girls, within 5-10k.m out of 74(30.08%) 45(18.29%) are boys & 29(11.78%) are girl students, within 10-15k.m, out of 54(21.96%) 31(12.60%) are boys & 23(9.34%) are girl students, within 15k.m above out of 20(8.13%) 19(7.72%) are boys & 01(0.41%) are girl students. 4. About 66(26.82%) through auto, 57(23.17%) through bike ,47(19.10%) is coming through bicycle, 40(16.26%) through four-wheeler ,36(14.63%) through walking.

Keywords: Odisha Adarsha Vidyalaya (OAV), Case Study.

Introduction

The Odisha Adarsha Vidyalaya (OAV) Scheme is established by government of Odisha under school and mass education department. It is the statutory body to establish, operate and manage 314 blocks in Odisha. Its aim is to promote rural talents by inculcating the 21st century learning skills through a holistic and integral approach for their physical and aesthetic development apart from academic fineness. The main objective is to set up model CBSE English medium school one in each educationally backward blocks (EBBs) with infrastructural facilities same as of Kendriya Vidyalayas. Again, it will have adequate ICT infrastructure, internet connectivity and full-time computer teachers, standardize teaching and learning process through well-defined manuals and Standard Operating Procedures (SOP with focus on body, mind and soul. OAV will be soon installing smart features to the classrooms. It will enable easy learning with fun. It will also be introducing several classroom activities such as discussions, group activities and projects for better understanding by the students. Now the Adarsha Vidyalayas have been playing a key role in making progressive education accessible to children in far flung regions of the state while integrating the students of small town and villages into mainstream education.

Review Of Related Literature

Geddon, M. S. (2015) conducted a study on Ekalavya Model Residential Schools (EMRS) in tribal education. The main objective of the study was to provide quality middle and high school level education to scheduled tribe (ST) students in remote areas. A sample of EMRS has been started at G. K. Veedhi, Visakhapatna district and Darnala, prakasam district in 2011-2012. The researcher followed purposive and simple random sampling method for selecting the sample. The finding of the study revealed that Ekalavya Model Residential Schools (EMRS) is not properly managed as per guidelines.

Dash, N. (2018) investigated a study on educational status of tribal children in Ekalavya Model Residential Schools (EMRS) in English language; strength, concerns and challenges of implementation. The main objectives of the study were (i) to find out the differences in English language achievement of tribal students in EMRS, JNVs and SC & ST schools (ii) to study the strengths, concerns and challenges of implementation of EMRS Programme. A sample of one EMRS from each of these two districts have finally selected as the school. The researcher followed the tools used for the study in achievement test in English Language (class-



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VIII) and interview schedule for teachers. The findings of the study revealed that the same trend as was observed for the aggregate data. The students in the JNV performed better than their grade-mates in SC and ST school and with a maximum gap being noticed in English language attainment.

Satyasavitri, V. B. & Honakeri, P. M. (2018) conducted a study on the impact of the Ashram Schools issues and challenges of tribal education in India. The main objectives of the study were (i) to find out the challenging issues for tribal education in India. (ii) to know the impact of Ashram Schools on tribal education. A sample size of tribal community in both rural and urban is facing various social and psychological problems to get education. The researcher followed purposive and simple random sampling method for selecting the sample. Again, graph is used to show the literacy status of tribal and social groups in India. The finding of the study revealed that there are many challenging issues emerging in the field of tribal education in India. The impact of ashram Schools to provide free boarding and lodging facilities to the students and also provide conducive educational environment.

Nayak, C. & Panda, S. K. (2019) conducted a study on Influence of Socio-economic status on study habits of Adarsha Vidyalaya students of Odisha. The main objectives of the study were (i) To find out the main difference of study habits among class-VIII students of Adarsha Vidyalaya belong to high, average and poor socio-economic status. A sample size of 500 class-VIII students from 10 Adarsha Vidyalay of Bargarh, Bolangir and Sambalpur districts of Odisha were selected and taken up for the study. The researcher followed purposive sampling for selecting samples. Again, socio economic status scale developed by Dr.R. L. Bharadwaj and test of study habits and attitudes developed by Dr. C. Mathur for the study. The findings of the study revealed that there is low positive relationship between socio-economic status and study habits, no main difference of study habits is found among the students belong to high, average and poor categories of socio-economic status of Class-VIII students of Adarsha Vidyalaya.

Nayak, C. & Panda, S. K. (2019) conducted a study on influence of Socio-economic status on Achievements of Adarsha Vidyalaya students of Odisha. The main objectives of the study were (i) to study the relationship between socio economic status and academic achievements of Class-VIII students of Adarsha Vidyalaya. (ii) to study the main differences of academic achievements among Class-VIII students of Adarsha Vidyalaya belong to high and low socio-economic status. A sample size of 500 class-VIII students from 10 Adarsha Vidyalayas of Bargarh, Bolangir and Sambalpur district of Odisha were selected and taken up for the study. The researcher followed purposive and simple random sampling method for selecting the sample. Again, socio-economic status scale developed by Dr. R. L. Bharadwaj and self-prepared academic achievement test for Class-VIII students was used for the study. The findings of the study revealed that (i) There is no significant relationship between socio- economic status and academic achievements of Class-VIII students of Adarsha Vidyalaya. (ii) There is no significant mean difference of academic achievements among Class-VIII students of Adarsha Vidyalaya belong to high and low socio-economic status.

From the above discussion it is clear that only two studies had been conducted on influence of Socio-economic status on Achievements and Influence of Socio-economic status on study habits of Adarsha Vidyalaya students of Odisha. So, the researcher would have taken keen interest to study the proper functioning of OAV schools as per CBSE norms.

Rationale of the Study

Odisha Adarsha Vidyalaya school (OAVS) is an initiative of government of Odisha to provide free quality education to underprivileged children from class VI to XII. It is affiliated by CBSE board. As of now, a total of 214 Odisha Adarsha Vidyalaya school (OAV) running in Odisha in block areas. All the schools are administered through Odisha Adarsha Vidyalaya sangathan. Admission of the students is done through entrance test and they can join in class vi. It will have adequate infrastructure & facilities of the same standard as of kendriya vidyalayas. At present in Mayurbhanj district there are 25 OAVS are functioning. The construction of OAV has been completed at Badadeuli of karanjia block under Mayurbhanj district. This English medium school provides better educational facilities to all the selected students through a holistic and integral approach for their physical and aesthetic development, apart from academic fitness.

Hence the present study was an attempt to know in details of Badadeuli school of karanjia block under Mayurbhanj district functioning as per CBSE norm or not and fulfilling the expectations and aspiration of parents and students.

Objectives of the Study

The following were the objectives of the present study:

1. To find out physical facilities available in Badadeuli Odisha Adarsha Vidyalaya (OAV).
2. To find out the qualifications, recruitment process & availability of teachers of Badadeuli Odisha Adarsha Vidyalaya (OAV).



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3. To study the process of classroom transaction.
4. To find out the transport facilities communication mode used by students to attend school.

Delimitations of the Study

The present study was delimited to Badadeuli school belongs to Karanjia block of OAV Mayurbhanj district. The present study was also be delimited to class 9th students.

Method

For present study the researcher adopted qualitative research i.e case study method.

Population

All teachers, students and principal of Karanjia block of Mayurbhanj district will constitute the population of the present study.

Sample

For the present study principal, all teachers teaching secondary classes and class 9th students of Badadeuli school will be selected as sample.

Tools Used

Following research tool will be developed by the investigator for conducting the presentstudy.

1. School Information blank
2. Questionnaire for teachers
3. Classroom Observation Schedule.
4. Focused group discussion

Analysis & Interpretation of Data

Table-1
Student Enrollment in Badadeuli Odisha Adarsha Vidyalaya (Oav) at Mayrbhanj Distict

S.L.No	CLASS	Student Strength			TOTAL
		BOYS	G	GIRLS	
01	6th	36	43	79	
02	7th	39	38	77	
03	8th	34	43	77	
04	9th	26	39	65	
05	10th	17	31	48	
Total		152(43.93%)	194(56.07%)	346(100%)	

The above table indicates about the student enrollment of Badadeuli odisha adarshavidyalaya school (OAV) of Mayurbhanj district. It shows that a total number of 346(100%) students are studying from class 6th to 10th. Out of them 152(43.93%) are boys and 194(56.07%) are girls. Mayurbhanj is a tribal dominated district. It is a very good sign that more number of girls students are studying as compare to their boys counterpart.

Table-2
Teachers position in Badadeuli Odisha Adarsha Vidyalaya (Oav) of Mayurbhanj District

S.L. NO	Name of the Post	Total Sanctioned Post	Existing position	vacancy
0 01	Principal	01	01	NIL
02	TGT Math.	01	01	NIL
03	TGT Science	01	01	NIL
04	TGT English	01	01	NIL
05	TGT Odia	01	01	NIL
06	TGT SST	01	01	NIL



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07	TGT Sanskrit	01	01	NIL
08	TGT Hindi	01	-	01
09	Art Teacher	01	-	01
10	Computer Teacher	01	01	NIL
11	Music Teacher	01	01	NIL
12	PET	01	01	NIL

The above table shows teachers position of Badadeuli oav school of Mayurbhanj district. It indicates that as per sanctioned strength of 01 teacher each at present working in TGT Math, TGT Science, TGT English, TGT Odia, TGT SST, TGT Sanskrit, Computer Teacher Music Teacher & PET. However, TGT Hindi & Art Teachers are not there and the pots are laying vacant.

Table-3

Availability of Infrastructure Facility in Badadeuli Odisha Adarsha Vidyalaya (Oav) of Mayurbhanj District

SL.No		Number
01	Principal Chamber	Yes
02	S Staff Common room	Yes
	C Classroom	18
03	Student Common room	Yes
04	Multipurpose Room	Yes
05	Phy Lab.	Yes
06	Chem Lab.	Yes
07	Bio Lab.	Yes
08	Ict Lab.	Yes
09	Library Room	Yes
10	Sports Room	Yes
11	Music/Art Room	Yes
12	Eco Club	Yes
13	Ncc/Scouts	Yes
14	House	Yes
15	Hostel (Only for Girls)	Yes
1 16	HHostel For Boys	No

The above table reveals that better infrastructure facilities are available in Badadeuli oav school of Mayurbhanj District. They are such as Principal Chamber, Staff Common room, Student Common room Multipurpose Room, Phy Lab Chem Lab., Bio Lab. Ict Lab. Library Room, Sports Room, Music/Art Room, Eco Club, Ncc/Scouts, House & Hostel (Only for Girls). However as per present situation no hostel facilities are available for boy students. Again, a total number of 18 classroom available for students from class 6th to 10th standard.

Table-4

Availability of Drinking Water Facility

SL.NO	Facility Available	YES	NO
01	Phd Supply	Yes	-
02	Tubewell	Yes	
03	Overhead Tank	Yes	-
04	Tape Water	Yes	
05	Acquaguard	Yes	-



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The above table indicates that in Badadeuli Odisha Adarsha Vidyalaya (OAV) have adequate drinking water facility available with Phd supply, tube well, overhead tank, acquaguard supply and tape water connection.

Table-05
Hostel Accommodation for girls

SL.NO	CLASS	HOSTEL ACCOMODATION	
		BOYS	GIRLS
01	6th	Nil	20
02	7th	Nil	14
03	8th	Nil	25
04	9th	Nil	19
05	10th	Nil	22
	Total		100

The above table reveals that in Badadeuli Odisha Adarsha Vidyalaya (OAV) there is provision of hostel accommodation only for 100 girl students from class 6th to 10th standard. Again, it shows that no hostel facilities are available for boy students. It is very difficult for day scholar which is far away from their home to schools.

Table-06
Methods used by teachers during classroom transaction

SL.NO	Methods adopted by teachers	Teachers Response N=07	%
01	DISCUSSION	06	85.71%
02	Textbook	06	85.71%
03	QUESTION-ANSWER	04	57.14%
04	DISCISSION CUM DEMOSTRATION	02	28.58%
05	Activity	01	14.29 %
06	5E Model	00	00
07	DISCOVERY	00	00
08	PROBLEM-SOLVING	00	00
09	OBSERVATION	00	00
10	LECTURE	00	00
11	COLLABORATVE	00	00
12	PROJECT	00	00

The above table reveals about o6(85.71%) teachers opined that they are adopted both discussion & textbook method, 04 (57.14%) question answer ,02(28.58%) discussion cum demonstration, 01(14.29%) activity method during classroom transaction. Again, no teachers are following other methods of teaching like 5E model, discussion, lecture, discovery, problem solving, observation, collaborate & project method.

Table-07
Types of questions asked during classroom transaction

Sl.no	Types Of Questions	Teachers Response N=07	%
01	Understanding Based	06	85.71%
02	Informative Based	05	71.42%



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03	Critical Thinking	00	00
04	Logical Thinking	00	00

The above table shows that about 06(85.71%) teachers put understanding based, 05(71.42%) informative based questions during classroom teaching. Again, no teachers are asking high order questions like critical thinking & logical thinking.

Table-08
Students Participation in the classroom

Sl.no	Students Participation	Teachers Response N=07	%
01	Actively	04	57.14%
02	Only Participated When Asked	03	42.85%
03	Only Participated When Encouraged	03	42.85%
04	Very Passive	02	28.58%

The above table indicates that student's participation in the classroom is concerned about 04(57.14%) teachers opined that student participate actively,03(42.85%) participated when asked & when encouraged & 02(28.58%) very passively.

Table-09
Use Of ICT in the classroom

Sl.no	Use Of ICT	Teachers Response N=07	%
01	Smart Phone	07	100%
02	LCD Projector	00	00
03	Smart Classroom	00	00

The above table shows that all teachers about 07(100%) uses smart phone in the classroom for teaching. Besides that, no teachers use non availability of LCD projector & smart classroom.

Table-10
Other Observations

	Statement	Teachers Response N=07	(%)
01	Provides Homework/Assignment to Students	07	100%
02	Make Corrected Them & Provide Feedback To Students	07	100%
03	Conduct Monthly/Weekly Unit Test	07	100%
04	Students Use Different Teaching-Learning Materials During Classroom Transaction	05	71.42%
05	Provide Appropriate Reinforcement	04	57.14%
06	Used ICT in The Classroom	00	00



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The above table indicates that about 07(100%) teachers opined that they are giving home work/assignment to students, conduct monthly/weekly unit test, and make correct & provide feedback to them. Again about 05(71.42%) viewed they used different teaching learning material & about 04(57.14%) provide appropriate reinforcement to students. Moreover, no teachers are using ICT in the classroom.

TABLE-12
Methods of teaching adopted by teachers during observation

SLNO	Methods adopted by teachers	Number &% N=07
01	DISCUSSION	06(85.71%)
02	TEXTBOOK	06(85.71%)
03	Activity	01(14.29%)
04	QUESTION-ANSWER	00
05	LECTURE	00
06	5E Model	00

It is observed that about 06(85.71%) teachers opined that they are adopted both discussion & textbook method, 01(14.29%) activity method during classroom transaction. Again, no teachers are following other methods of teaching like 5E mode, lecture & question answer method.

TABLE -13
Student s Participation during observation

Sl.no	Student s Participation	Response N=36
01	Actively	15(41.66%)
02	Very Passive	09 (25 %)
03	Only Participated When Asked	07(19.44%)
04	Only Participated When Encouraged	05(13.88%)

It is observed that about 15(41.66%) students participate actively,09(25%) students participated very passively,07(19.44%) only participated when asked & 05(13.88%) students participated when encouraged.

Table-14
Any Others

Sl.no	statement	Number & %
01	Teacher Conduct Monthly/Weekly Unit Test	07(100%)
02	Provide Appropriate Reinforcement Students	06(85.71%)
03	Teachers Use Appropriate Teaching-Learning Materials During teaching	05(71.42%)
04	Teacher Arranges Special Classes for Bright/Dull Students	00
05	Teacher Uses ICT in The Classroom	00



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It is observed that about 07(100%) teachers are conducting conduct monthly/weekly unit test, about 06(85.71%) teachers provide appropriate reinforcement students, about 05(71.42%) teachers uses appropriate teaching-learning materials during teaching. Besides that, no teachers use ICT in the classroom and they don't provide special classes for dull/bright students.

Table-15
Distance from school

Table with 5 columns: SLNO., DISTANCE, BOYS SAMPLE, Girls, Total. Rows include distances like 'Within 0-5KM' and a 'Total' row.

The above table reveals that in Mayurbhanj district there are 12 panchayats in Karanjia block. Badadeuli is one of them. The school is located at Badadeuli panchayat. The Odisha Adarsha Vidyalaya (OAV) is not centrally placed. A total number of 346 students are studying there & out of them 100 girl students are residing in hostel and others are coming to school by using different mode of transportation.

Table-16
Mode of Transportation

Table with 3 columns: SL.NO, Mode Of Transportation, NUMBER &% N=246. Rows include modes like 'Auto', 'Bike', 'Bicycle', 'Four Wheller', and 'Walking'.

The above table reveals that different mode of communication used by students of Badadeuli Odisha Adarsha Vidyalaya (OAV).It shows that about 66(26.82%) through auto , 57(23.17%) through bike ,47(19.10%) are coming through bicycle, 40(16.26%) through four wheeler ,36(14.63%) through walking.

Table-17
Problems faced by students due to non-availability of hostel facility

Table with 3 columns: SL NO, Problems faced by students, Number&% N=42. Rows include problems like 'Attending School Late', 'Facing accident on the way', 'Hampering Study', etc.



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The above table indicates about 36(85.71%) students viewed that during rainy season they are unable to go school due to communication problem. So, they remain absent most of time. Again about 28(66.66%) students opined that they are attending school late due to long distance from home which hampers in their study. Moreover about 22(52.38%) viewed that they are facing financial problem so they are moving towards to take admission into the nearest school. Due to long distance about 12(28.57%) told that they are facing health related issues so that they are remain absent for long period of time.

Major Findings

The following are the major findings of the study:

1. Student enrollment of Badadeuli Odisha adarshavidyalaya school (OAV) of Mayurbhanj district about 346(100%) students are studying from class 6th to 10th. Out of them 152(43.93%) are boys and 194(56.07%) are girls. It is a very good sign that more number of girls students are studying as compare to their boy's counterpart.
2. Regarding teachers position of Badadeuli Odisha adarshavidyalaya school (OAV) of Mayurbhanj district it showed that as per sanctioned strength of 01 teacher each at present working in TGT Math, TGT Science, TGT English, TGT Odia, TGT SST, TGT Sanskrit, Computer Teacher Music Teacher, & PET. However, TGT Hindi & Art Teachers are not there and the pots are laying vacant.
3. Moreover, better infrastructure facilities are available in Badadeuli Odisha adarsha vidyalaya school (OAV) of Mayurbhanj district such as Principal Chamber, Staff Common room, Student Common room Multipurpose Room, Phy Lab Chem Lab., Bio Lab. Ict Lab. Library Room, Sports Room, Music/Art Room, Eco Club, Ncc/Scouts, House & Hostel (Only for Girls). However as per present situation no hostel facilities are available for boy students.
4. Again, a total number of 18 classroom available for students from class 6th to 10th standard.
5. At Badadeuli Odisha Adarsha Vidyalaya (OAV) have adequate drinking water facility available with phd supply,tubewell, overhead tank,, acquaguard supply and tape water connection.
6. Moreover, in Badadeuli Odisha Adarsha Vidyalaya (OAV) there is provision of hostel accommodation only for 100 girl students from class 6th to 10th standard. Again, no hostel facilities is available for boy students. It is very difficult for day scholar to come to school in time which is far away from their home.
7. About o6(85.71%) teachers opined that they are adopted both discussion & textbook method, 04(57.14%) question answer ,02(28.58%) discussion cum demonstration, 01(14.29%) activity method during classroom transaction. Again, no teachers are following other methods of teaching like 5E model, discussion, lecture, discovery, problem solving, observation, collaborate & project method.
8. About 06(85.71%) teachers opined that they were asking understanding based questions, 05(71.42%) informative based questions during classroom teaching. Again, no teachers are asking high order questions like critical thinking & logical thinking during classroom transaction.
9. About 04(57.14%) teachers opined that student participate actively in the classroom ,03(42.85%) participated when asked & when encouraged & 02(28.58%) participated very passively
10. About 07(100%) teachers viewed that all uses smart phone in the classroom for teaching in classroom. Besides that, no teachers use non availability of LCD projector & smart classroom.
11. About 07(100%) teachers opined that they are giving home work/assignment to students, conduct monthly/weekly unit test, and make correct & provide feedback to them. Again about 05(71.42%) viewed they used different teaching learning material & about 04(57.14%) provide appropriate reinforcement to students. Moreover, no teachers are using ICT in the classroom.
12. It is observed that about o6(85.71%) teachers adopted both discussion & textbook method, 01(14.29%) activity method during classroom transaction. Again, no teachers are following other methods of teaching like 5E mode, lecture & question answer method.
13. Again, it is observed that about 15(41.66%) students participate actively,09(25%) students participated very passively,07(19.44%) only participated when asked & 05(13.88%) students participated when encouraged.
14. Moreover it is observed that about 07(100%) teachers are conducting conduct monthly/weekly unit test, about 06(85.71%) teachers provide appropriate reinforcement students, about 05(71.42%) teachers uses appropriate teaching-learning materials during teaching. Besides that, no teachers use ICT in the classroom and they don't provide special classes for dull/bright students.
15. A total number of 346 students are studying there & out of them 100 girl students are residing in hostel and others are coming to school by using different mode of transportation. Similarly, within 5k.m about 98(39.83%) students coming to OAV. Out of them 60(24.39%) are boys & 38(15.44%) are girls, within 5-10k.m out of 74(30.08%) 45(18.29%) are boys & 29(11.78%) are girl students, within 10-15k.m, out of 54(21.96%) 31(12.60%) are boys & 23(9.34%) are girl students, within 15k.m above out of 20(8.13%) 19(7.72%) are boys & 01(0.41%) are girl students.



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16. About 66(26.82%) through auto, 57(23.17%) through bike ,47(19.10%) is coming through bicycle, 40(16.26%) through four-wheeler ,36(14.63%) through walking.
17. About 36(85.71%) students viewed that during rainy season they are unable to go school due to communication problem. So, they remain absent most of time. Again about 28(66.66%) students opined that they are attending school late due to long distance from home which hampers in their study. Moreover about 22(52.38%) viewed that they are facing financial problem so they are moving towards to take admission into the nearest school. Due to long distance about 12(28.57%) told that they are facing health related issues so that they are remain absent for long period of time.

Conclusion

Odisha adarsha vidyalaya (OAV) provide quality education to each deserving child from across Odisha. It is a role model for the country. It enables children from low-income families attain quality English medium education. Moreover, it focusses on all round development of each child, with an emphasis on output and outcome to achieve their career goals.

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