

FIELD WORK WITH COMMUNITY

B.Sc. B.Ed. (8th Semester) – 2021 - 22

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

Coordinators

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PREFACE

Viewing learning as a social and cultural process the learner teachers' developing expertise should not only reside in the knowledge domains typically established by universities and schools. A crucial knowledge domain that is often overlooked by schools and teacher education institutes (TEIs) is the community beyond the walls of the school classroom and college lecture hall. What constitutes an effective teacher in an era of rapid change and the process of becoming a twenty-first century educator through examining an innovative curriculum design which has made experiential learning (EL) mandatory for all novice teachers at a TEI in India. This challenging curriculum initiative in teacher training has enabled a powerful synergy between the core functions of our teacher-training faculty and the wider community.

It has been observed that student teachers after being appointed as teachers find it difficult to adopt themselves in to the real learning situation. It was experienced that they were unable to carry-out innovative practices in their teaching-learning process. This may be due to the lack of community participation on the part of the student-teachers. So that they can make themselves aware of the socio-cultural, educational, economic issues and problem related to the society and can prepare themselves to be effective teacher- practitioner.

Considering the value of relationship between the school and community, Field work with community (FWC) programme is an integral part of four-year B.SC. B.Ed. Curriculum of Regional Institute of Education, Bhubaneswar. The objective is to develop an insight in to the various aspects of community participation in educational programmes and to enhance their ability to enlist community support for school and contribute for nation's development. It aims at enabling the student teachers: (1) to acquaint with the factors working within the society, community i.e. knowledge of social realities; (2) develop the dignity of labor among student-teachers; (3) arouse their interest in the social and economic reconstruction of the country; (4) make the student-teacher aware with the educational problems and needs of the society; (5) prepare preservice teachers for sustainable development and (6) develop the personality of the student-teacher through community service.

Prof. Animesh K. Mohapatra
Coordinator

ACKNOWLEDGEMENT

The success and final outcome of this **Field Work with Community** programme required a lot of guidance and assistance from many people and I am extremely privileged to have got this all along the completion of my programme.

First and foremost, it's my great privilege to express my deep sense of gratitude and reverence to my esteemed Principal **Prof. Prakash Chandra Agarwal** for his guidance and constant supervision. I owe a great debt for him for helping me during the programme and providing me lots of suggestion and encouragement. His positive attitude that "**Show must go on**" whatever may be the situation influenced me most.

I am deeply grateful to **Prof. Sandhya Rani Sahu**, Dean of Instruction, **Prof. B.N. Panda**, Dean of Research, and **Prof. L. D. Behera**, Head, Department of extension Education for their timely supports in making this academic endeavor a great success.

In preparation of this programme, I had to take help and guidance of some energetic faculty members, who deserve my deepest gratitude. As the completion of this programme gave me much pleasure, I would like to show my gratitude to **Dr. Arup Saha, Co-coordinator**, **Dr. Shilpee Dhali**, Asst. Professor in Botany, **Ms. Shilpa Sethi**, Asst. Professor in Zoology for giving me a whole hearted round the clock support. It's a matter of pride to have such dedicated workers in the team.

I would like to express my sincere thanks to **Mr. Puskar Behera** Administrative Officer, **Mr. Srikumar Tripathiy**, Account Officer, **Mr. Pradeep Rai**, Section Officer, **Mr. Manoj Behera**, APC to Principal and **Mr. C. R. Mohapatra**, Lab. Asst. cum Store in-charge DESM for their excellent cooperation.

The completion of this programme could not have been accomplished without the support of **Mr. Ganeswar Swain**, CRCC Badkul, **Mr. Rajkishore Pradhan**, Head Master, Badkul High school. I thank them all from the core of heart.

Finally, I am grateful to all my students who not only showed their maturity but performed all activities beyond my wildest imagination. They are a wonderful bunch of *Homo sapiens* who earned fame for the Institute to be remembered years to come.

Thank you all

Prof. Animesh K. Mohapatra
Dr. Arup Kumar Saha
Coordinators

INTRODUCTION

Pre-service teacher education programme aims to prepare graduates to become quality teachers equipped with pedagogical practices that will serve to meet the increasing demands associated with the teaching profession. Over the last decade, the focus on developing quality teachers has received increased attention in education. In India, a key objective of the Government has been to raise the quality of teaching in order to increase the effectiveness of schooling and to improve student outcomes. There has been greater interest in using pedagogical teaching practices that enhance intellectual thinking and problem solving as well as foster student belonging and connectedness. There is strong evidence that teachers that take a value-based pedagogical approach, make a positive difference in students' learning and their lives.

Increasingly, schools are taking on the goal of being at the heart of local communities. For some schools, this is as basic as providing after-school enrichment programs or engaging more frequently and effectively with the parents and community members, while for other schools, this means systematic effort at integrated and comprehensive service delivery (referred to as "full-service" or "community-based" schools) that provides health and human services for students, their families and other community members in school-based settings. The line of reasoning and general research finding is that when families, local communities, and services are more intentionally integrated, there is an associated positive impact on student achievement and behavioral and social outcomes. While much of the published research on community-based schools and integrated services has emphasized the role of educational leaders in bringing services to the schools, very little research has examined how practicing and pre-service teachers come to understand and to engage with other professionals and members of the local communities where they work.

COMMUNITY-BASED LEARNING

Community-based learning provides unique opportunities for students to link theory with practice and to situate learning in meaningful contexts. By considering real world issues from multidisciplinary perspectives, preservice professionals learn skills that may encourage inter-professional work with families, community members, and human services professionals (e.g., counselors, law enforcement, child welfare, nonprofit agency representatives) throughout their careers. Community-based learning is grounded in educational and psychological research and is used as pedagogical tool by teachers. It comprises many forms including "field trips, observational projects, service-learning projects and community-based internships". Intelligence and expertise are built out of interaction with environment, not in isolation from it". Additionally, "effective learning engages both head and hand requires both knowing and doing . . . [and] decontextualized learning fails to enable students to examine the ideas they bring to the learning situation, to learn from their errors, or to look for patterns". For the teachers, understanding students' lives outside of school can provide insights about ways to help students connect with the academic material covered in their classrooms. Knowing where students "come from" may also strengthen the bond between teacher and student and thus enhance learning. Relatively few pre-professional programmes provide intentional opportunities for future teachers to situate learning within communities and to learn about the role communities and human services professionals play in the work of teachers and schools.

There is evidence to support the need for teachers to learn how to work effectively within communities. Teacher qualifications and characteristics are no more important than student, family, and community factors in predicting student. It becomes all the more imperative for pre-service teachers to consider the importance of nonacademic barriers to learning and have opportunities to engage with community members and the human services profession during early phases of professional preparation. Inter-professional and community-based learning in pre-service teacher education, knowledge about students' lives, their neighborhoods, and the community-based agencies that connect with schools receives little mention in most teacher preparation programs. Community based activities conjured student feelings of fear, resistance, marginalization, and surprise, as well as a sense of personal and professional transformation, all emotions and processes associated with the complexities of becoming an effective teacher. If institutions of teacher education want preservice teachers to teach all children, they should consider incorporating community-based learning into the formal preparation process. Challenging pre-service teachers to learn about the communities in which they will eventually work is recognized by major teacher education professional standards and the National Council Teacher Education (NCTE). A teacher who demonstrates knowledge of involvement with the wider community "understand schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which she/he works". Additionally, a teacher who understands how societal systems factors in the students' environment outside of school (e.g., family circumstances, community environments, health and economic conditions) may influence students' life and learning".

NEEDS AND JUSTIFICATION

As seen, exposure to community has the potential to be both generative and transformative. The community-learning is a powerful pedagogical tool which enhances the complex process of teacher preparation while at the same time promoting and raising awareness about local community needs. Responding to these calls for a transformation in the way we prepare teachers for the twenty-first century, a clear shift is emerging. The move away from a rigid focus on new knowledge in teacher education has been reported in different contexts.

The student-teachers, after becoming appointed as teacher, find it difficult to adapt themselves in to the real learning situations. It was experienced that they were unable to carry-out innovative practices in their teaching-learning process. This may be due to the lack of community experiences to student-teachers. So that they can make themselves aware of the socio-cultural, educational, economic issues and problems related to the society and can prepare themselves to be teacher-practitioner.

SPECIFIC OBJECTIVES

- To study the social, economical, cultural and educational pattern/status of the rural and sub-urban areas.
- To provide input to students, teachers, parents/villagers for the over-all development of the educational status of the village.
- Provide community experience to the student-teachers of RIE.
- To provide counseling to the students/youth.
- To launch awareness campaign on COVID19 and vaccination, superstitions, poverty, child marriage, rights of LGBTQ community, mental health, etc.

METHODOLOGY

- A local sub-urban area (Basti) was selected for the purpose. The coordinators and faculties visited the area for getting an overall picture about it.
- Questionnaires were developed to study the attitude of student-teachers towards working with community.
- Orientation of student-teachers about working with community.
- The student-teachers of the institute carried-out different activities, all of the eight days. They were engaged in activities like conducting educational survey of the village (Educational, economical, cultural, etc., case-study of the families, awareness programmes on online phishing, poverty, drugs and substance abuse, etc., promoting 'Swachh Bharat campaign', etc.
- Tools were developed for the collection of data from people living in Basti about activities undertaken by the student-teachers.

DAILY PROGRAMME SCHEDULE



7:00 AM TEA AND BISCUITS



7:30 AM – 9:00 AM PRAVAT PHERI AND SWACHATA ABHIYAAN



9:00 AM Breakfast



10:30 AM - 12:00 PM SURVEY



3:30 PM – 6:00PM NUKKAD NATAK



9:00 PM DINNER

PRAVAT PHERI



A. PRABHAT PHERI AND SLOGANS

On the first day of the programme, at 7:00 AM all the trainee teachers along with escort teachers, assembled in the Govt. High School ground. All went around the nearby village with placards and chanted slogans. From next day onwards at 7 AM in the morning, all trainee teachers used to assemble in the school ground in groups. Group leaders lead their respective groups to different specified areas around the village with placards and banners on different themes. All the trainee teachers accompanied by their mentors used to say the slogans in Odia so that local people could easily understand. The students had uniformity in the appearance wearing the House Jerseys provided by the Institute.

The main aim of the activity was to create awareness amongst the villagers about various topics assigned for 8 different days.

Slogans

8 different themes were identified for 8 different days and each group had the responsibility to prepare slogans and banners. The different themes are as follows:

- 1) Swachh Bharat
- 2) Women Empowerment and gender equality
- 3) Drug Abuse
- 4) Health and Hygiene
- 5) Early Marriage and Family Planning
- 6) RTE 2009
- 7) Child labor, inclusive education
- 8) Pollution and sustainable development

On the very first day the theme was “Swachh Bharat Abhiyan” and the slogan for the theme was as such-

“Sango Sathi Sabo Ekathi Heba, Swachh Bharat Ane Gadhira”

And **“Raghu Pati Rahagav Raja Ram”** was sung by us.

This activity was a great success. Most of the localities came out of their houses and was very enthusiastic about it making videos and taking photographs. Some of them even joined us.



SWACHATA ABHIYAN





B. SWACHATA ABHIYAN

The trainees were earlier divided in to eight groups. Each group has a group leader. Areas in the village were identified. Each group was allotted a specific site of the village. The trainees were given basket, spade, rake, gloves and mask. Each group was escorted by a faculty to the allotted area. The trainees cleaned the areas. At the same time interacted and discussed with village people about the usefulness of cleanliness. The trainee groups continued this cleaning operation every day at different places of the village from 7 am to 9 am.

The second day onwards, it was observed many young people of the village joined with our trainees in the swatchha bharaat activity. Many elderly people came out of house and interacted with trainees. They all appreciated the behaviour and attitude of our trainees.

SURVEY

C. SURVEY

In the preconference of the programme, six areas for survey, their questionnaires which were developed by the faculty members of the Institute were discussed. Trainees were trained how to interview the village people and collect data. The six areas of survey are:

1. Gender Equity and Population Education Awareness
2. Health and Hygiene of the Community
3. Survey of Primary Education
4. Survey of Community Resources for School Education
5. Educational Survey of Community
6. Interview Schedule for Parents regarding RTE Act 2009

For survey activities, trainees were divided into four groups. Each group was given responsibility of one survey activity. Each day only one survey activity was taken up. All the trainees of all four groups were given questionnaire of only one survey activity each day. All four groups visited different areas of the village. In each group again small groups were formed of two to three members. Each small group visited a house one after another and interacted with the family members. While one trainee was interacting, other members were recording.

In the evening, all the trainees were assembling near school office. All four groups of trainees were sitting separately and analysing the data collected. After analysis, they were handing it over to the group leader to which that activity was assigned. The group leader along with other members of that group was compiling all the data and was preparing the final report of that survey activity. This process continued for six days for six survey activities.

1. Gender Equity and Population Education Awareness

This survey was conducted on the 1st day of our programme i.e., on 5th March 2022 at Badkul village. Each student takes on interview of one person from each house randomly.

The main objectives of conducting this survey are

- To know people's opinion on gender equality.
- To collect data on population education among the residents.
- To know if men and women enjoy equal rights and freedom in the sub-urban and urban context.
- To know if they are aware of contraceptive measures and if they use it.
- To determine if men share household responsibilities with their female counterpart.

2. Health and Hygiene of the Community

This survey was conducted on 6th March 2022 at Chandraput village. Each student takes on interview of one person from each house randomly.

The main objective of conducting this survey is:

- To know the food habits of sub urban people
- To know regarding the personal hygiene of the people
- To know about the environmental sanitation of locality
- To know about intoxicants used by people

3. Educational Survey of Community

This survey was conducted on 7th March 2022 at Badkul village.

The main objective of conducting this survey was:

- To know up to what extent did the residents support education.
- To analyse the causes of unawareness about educational laws/provisions among the people.
- To investigate the employment rate according to their qualification.
- To investigate the number of dropouts.
- To find out the reasons for illiteracy.

4. Interview of Parents Regarding RTE Act 2009

This survey was conducted on 8th March 2022 at Chandraput village. Each student takes on interview of one person from each house randomly.

The main objective of conducting this survey is:

- To know up to what extent did the people know about RTE Act 2009
- To analyse the causes of unawareness among the people
- To know the people's perspective about the need of education
- To make them aware about:
 - Provisions in RTE Act 2009
 - Mid-day meal scheme
 - Facilities provided by the government in schools
 - Benefits and provisions for the specially disabled students
 - Sarva Siksha Abhiyaan



AWARENESS PROGRAMMES



D. STREET PLAYS

GROUP 1

Group members

1. Sikta Saroja Rout (GL)
2. Anurag Shaswat
3. Sujata Pandey
4. Arun Kumar Mishra
5. Ankita Kumari
6. Rahul Kumar
7. Swastika
8. Rohit Singh
9. Saiasrita Senanayak
10. Tikendrajit Boro
11. Reema Das
12. Shivam Kumar Singh

SKIT TOPIC: - DRUG ABUSE

MESSAGE OF THE SKIT.

In today's fast paced world, it is very easy to come in contact with easy and fast solutions to solve problems. However these solutions are often short termed and harmful for ourselves. Mental pressure, lack of guidance, lack of counselling, wrong company's influence, peer pressure lack of sense of security etc. could lead to the temptation and false idea that drug abuse could be the only solution to their problems, to solve this problem proper intervention and support is required.

The play in a clear tone warned about outcomes of using drugs and other forms of intoxications. The pain it inflicts its consumers and the ones close to them is a thousand times more than the temporary vicarious pleasure it provides. At no age one can completely comprehend the harsh realities of life and the drastic negative effect that drug abuse can have in one's life. Only the decision to completely avoid such practices despite the situations. The actors present different situations where the menace of drugs has consumed the lives of its takers and its traders along with the ones close to them. It is like a slow poison which will certainly destroy lives sooner or later. The only way to escape from it is to avoid drugs and also prevent one's dear ones from using it.

Once within the clutches of drug abuse in initial stages it could be handled with a little support intervention and counselling. In later stages it is imperative to take help from experts and even medical help as in rehabilitation centers. If left unchecked it could lead to disastrous results for the individual, their close ones and society as a whole.

PHOTOS



GROUP 2

Name of Group Members:

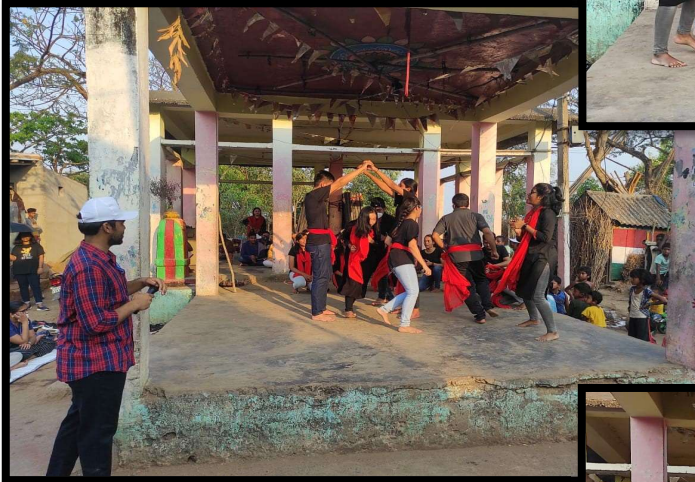
- 1) Sanga Majumder (GL)
- 2) Saloni Sania
- 3) Namrata Kumari
- 4) Swarnaprava Behera
- 5) Sweta Singh
- 6) Debasmita Priyadarshini Behera
- 7) Anushka Mohanty
- 8) Anusuha Suba
- 9) Kiran Kumari
- 10) Anshuman Pradhan
- 11) Kirti Kiran Swain
- 12) Nabaraj Chetry.

Skit on Depression and Superstition:

Depression is a very natural process. Like any other disease this is also an ailment that affects our mind, thought process and mental well-being. Depression can be encountered at any stage of life but most people are found to encounter it at their adolescence or later. Several taboo and stigma are attached to depression and people generally deny to talk about it. But, like every other disease it is treatable and proper treatment can help the patient to get rid of it easily.

Depression shouldn't be associated with any sort of superstition nor should any depressed person be taken to Tantrik or Baba or any other belief system.

Counseling sessions and psychiatric treatments are the best options to get rid of depression



GROUP 3

Group members:

- 1.Smriti Shatabdi Mishra
- 2.Rimjhim Banerjee
- 3.Shimron Patro
- 4.Pratibha Komal
- 5.Aditya Bhargava
- 6.Ankit Anand
- 7.Bhavesh Ranjan
- 8.Akshay Ku. Diwakar
- 9.Brajesh Jha
10. Apurba Nanda
11. Amit Sagar
12. Anoj kumar Sah
13. Pankaj Majhi

About the Nukkad Natak:

As the title says “**Adrishyam**” (Akuha Katha),this skit depicts the issue on old age and sensitivity towards it. The story starts with a family where the father and the mother along with their three sons lived happily. As the sons grew up, their priorities changed by their new families and lifestyle.

After 10 years, the story takes a leap and the sons are now married. The sons are burdened by their parent’s responsibilities and demand an an equal share of the property for their family. The story, after the leap, focuses on the misery of the ageing parents.

It’s saddening how the ageing parents are treated these days by their children. Parents always try to make their children able and sometimes they even kill their desires to fulfil our wishes. Therefore, they have the right to expect something in their old age. Thus, they should be given proper care during their senescent phase.

Our skit tries to catch the attention of people towards this overlooked scenario.



GROUP 4

Sushmita , Prachi , Deepti ,Nudrat ,Tanu, Pragya, Ipsita, Rudy, Kunal, Arnab, Soumabha, Tej Narayan

Widow Remarriage Message

In Ancient Hindu Society widow re-marriage was considered as a sin because a widow was expected to mourn the death of her husband throughout her life. Hindu society by all means maintained double standards when it came to justifying the rights of a man and a woman.

Why a woman should be deprived of the right to remarry when a man was allowed to do the same?

We showed life of Sukanya who had married Guru and was leading a happy married life until he was martyred after a few months . Sukanya couldn't get herself out of the trauma, all her dreams were shattered . But no one around her cared for her. Everyone cursed her for bringing misfortune and bad luck to the family. Her own parents too disowned her and Everyone around became strangers . Sukanya lived her life in misery until one day her father-in-law finds a match for her .





GROUP 5

Theme: Fight Against Child Molestation

Group Members:

1. Surbhi Kumari
2. Shantipriya Patra
3. Tanisha Biswakarma
4. Tripthy Kumari
5. Priyanka Mohanta
6. Pallavi Bahuguna
7. Kalzang Wongmu Bhutia
8. Bhavani Prasad
9. Khusboo Kumari
10. Soumesh Pradhan
11. Aniket Kumar
12. Nitish Kumar (GL, Group 5)

Pictures Of Drama Presented by Group 5





Message Of the Drama

Our Skit tried to bring the awareness regarding the distinction between “Good Touch” and “Bad Touch’. We brought into attention the issue of Child Sexual Abuse and the four danger points in our body which we should not let anyone to touch (Except your mother) namely

- i) Mouth
- ii) Chest
- iii) Between the legs and below the abdomen (Genitals)
- iv) Below our waist at back (Buttocks)

Children are prone to molestation. Most of the cases in our country regarding this matter goes unreported, because of child’s hesitation and lack of awareness. In most of the cases it’s found that the molester is someone among the known people. So it is important that the child must be aware of, ‘what constitute a molestation and how to prevent themselves’. What actions should be taken if something starts to feel inappropriate? And to whom should they approach in such case?

Contact to **Child Help Line Number: 1098** to report for any problem which you feel hard to escape.



GROUP 6

Tanushree, Shivangi, Shradha, Rick, Souvik, Suprakash, Sneha kiran, Sneha gupta, Ayush, Sristi, Vivek, Chinmay, Saptarshi

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GROUP 7

Group members:

1. Nirrita Das
2. Archana Sharma
3. Alisha Samal
4. Aishi Bhuniya
5. Shrutishree Gocchayat
6. Gaytri Shanker
7. Salam Puremba
8. Shubham Panda
9. Prabhat Sharma
10. Tripti Chandra
11. Ngawang Thickchoe
12. Jhansi Rani Mahanand

Topic: Domestic Violence

Domestic violence (also called domestic abuse or family violence) is violence or other abuse that occurs in a domestic setting, such as in a marriage or cohabitation. In its broadest sense, domestic violence also involves violence against children, parents, or the elderly. It can assume multiple forms, including physical, verbal, emotional, economic, religious, reproductive, or sexual abuse.

In this nukkad natak, our group tried to show to the different forms of domestic violence in different Indian households and the fact that it is not only limited to women violence but the elderly, children and men also undergo through domestic violence.

Domestic violence is a punishable crime and the victims should voice their sufferings and seek justice. The more we talk about domestic violence, the more likely it becomes that we build awareness, identify abusive behaviors, and take action to prevent harm to people in our communities who may be family, friends, neighbors, or coworkers





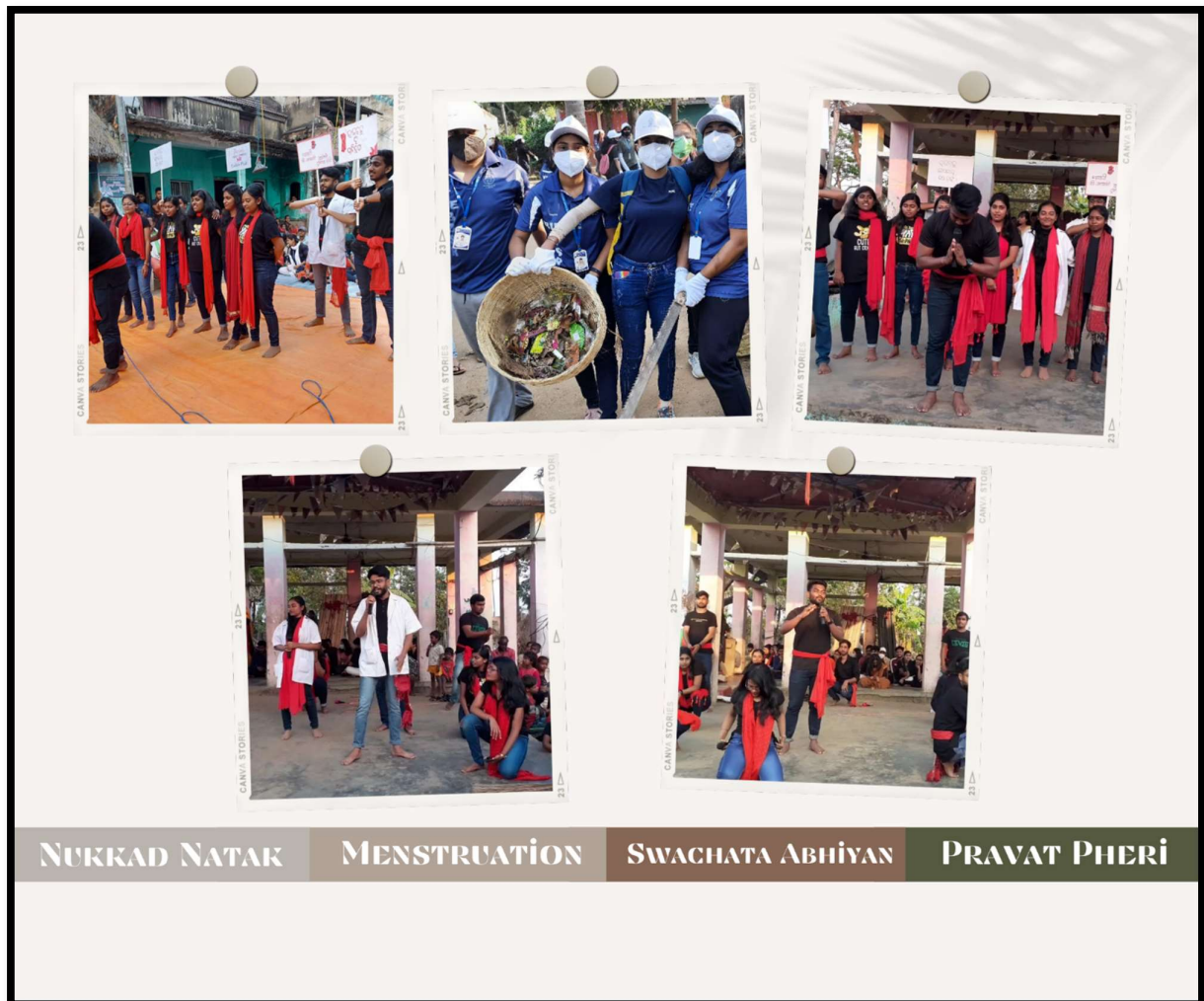
GROUP - 8

GROUP LEADER: - MRINAL KANTI MAHATO

GROUP MEMBERS: -

1. HIMANI PIRI
2. NITYA RAI
3. RAIMA BISWAS
4. IPSHITA PRASAD
5. ANJALI KUMARI
6. MISSI SALBAH BOBONGA
7. JHARANA MISHRA
8. KALI PRASAD SENAPATI
9. ABHISHEK KUMAR SHARMA
10. KAMALAKANTA DALAI

PHOTOS: -





MESSAGE OF OUR SKIT: -

The silence around **menstruation** is lack of access to sanitation facilities and hygienic absorbents directly affects women’s and adolescent girl’s self-esteem, health and education.

Access to hygiene products: in India, up to 80% of girls in rural area use old cloths as absorbents which results into vaginal infections are 70% more likely when using unhygienic materials.

In rural community’s women and girls are forced to sleep in separate sheds while menstruating.

So, our message to society is that too aware of menstrual hygiene management by: -

- Women and adolescent girls using a clean menstrual management material(pad) to absorb or collect blood that can be changed in privacy as often as necessary for the duration of menstruation periods.
- Using soap and water for washing their body as required
- Having access to facilities to dispose of used menstrual management materials (pads).

Another message is that menstrual hygiene is not just about the management of the menstrual period but also the need to address societal beliefs and taboos surrounding the issue.



E. SURVEY ANALYSIS

Regional Institute of Education NCERT, Bhubaneswar

Working With The Community 2022

Data analysis of activity 1

“Gender Equity and Population Education Awareness”

Activity 1 - Analysis done by

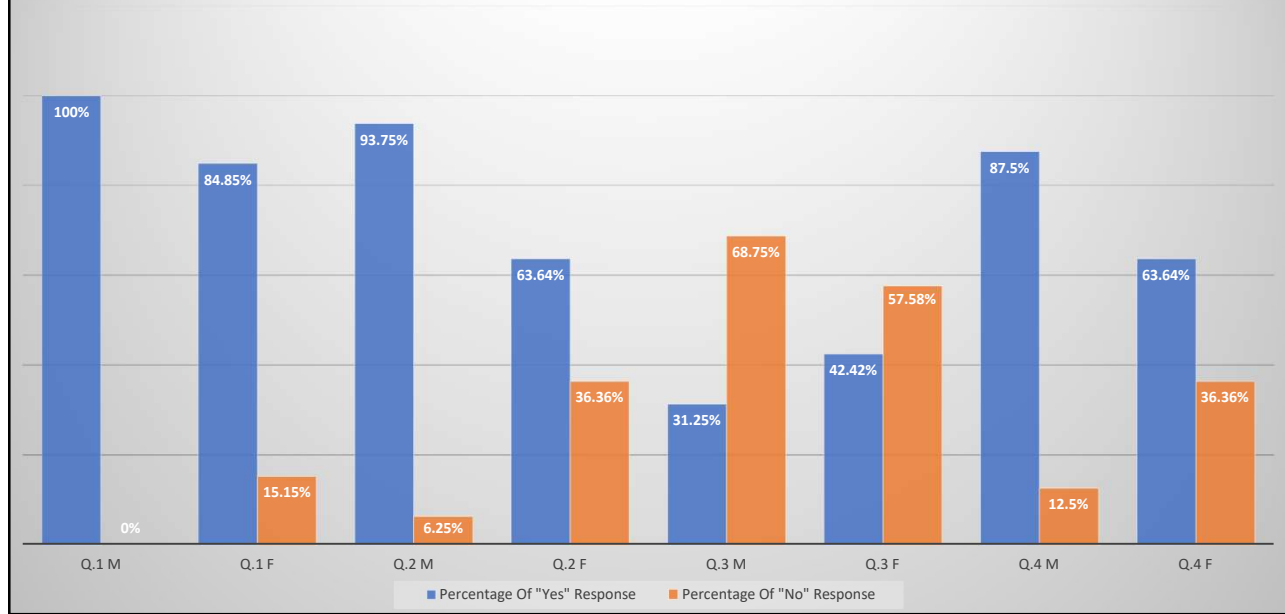
Surbhi Kumari	Shivangi Singh Sharadha pandey
Shantipriya Patra	Rick Chakraborty
Tanisha Biswakarma	Sneha Kiran
Triphy Kumari	Sneha Gupta
Priyanka mohanta	Ayush kumar
Pallavi Bahuguna	Sristi
Kalzang Wongmu Bhutia	Vivek Umang
Bhawani Prasad	Souvik Paul
Aniket Kumar	Suprakash Das
Soumesh Pradhan	Saptarishi Kar
Khusboo Kumari	Chinmaya Mohanta
Nitish Kumar (GL, Group 5)	Tanushree Kar (GL, Group 6)

Activity 1: Gender Equity and Population Education Awareness

Abbreviation:

Q.1 M – Question number 1 (Male Responses)

Q.1 F – Question number 1 (Female Responses)

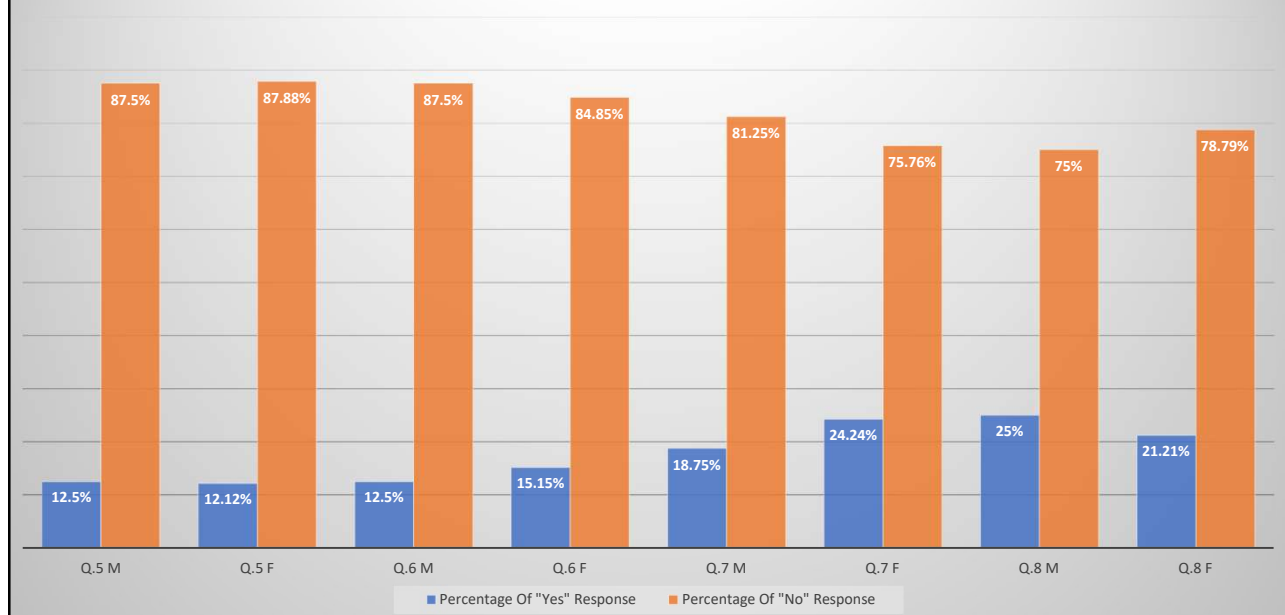


Activity 1: Gender Equity and Population Education Awareness

Abbreviation:

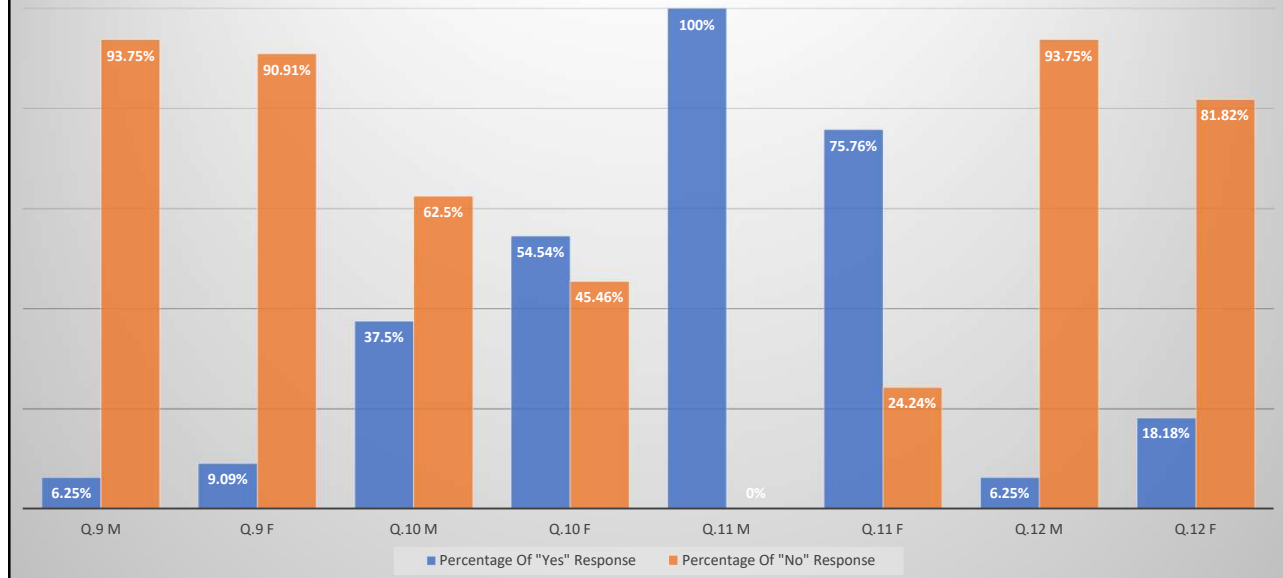
Q.5 M – Question number 5 (Male Responses)

Q.5 F – Question number 5 (Female Responses)



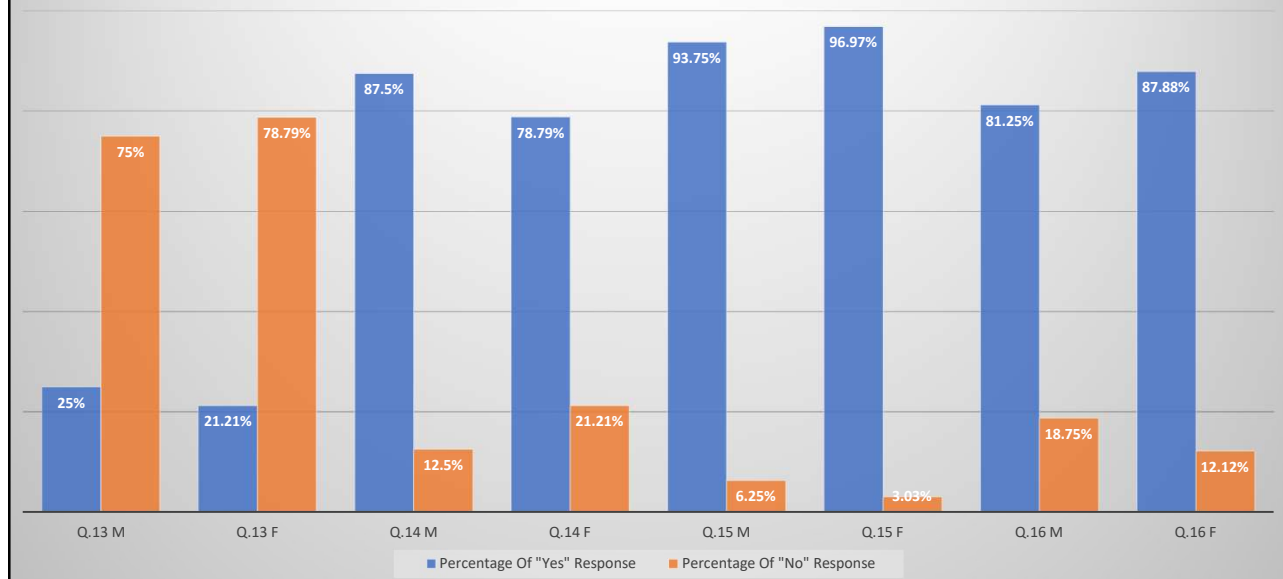
Activity 1: Gender Equity and Population Education Awareness

Abbreviation:
Q.9 M – Question number 9 (Male Responses)
Q.9 F – Question number 9 (Female Responses)



Activity 1: Gender Equity and Population Education Awareness

Abbreviation:
Q.13 M – Question number 13 (Male Responses)
Q.13 F – Question number 13 (Female Responses)

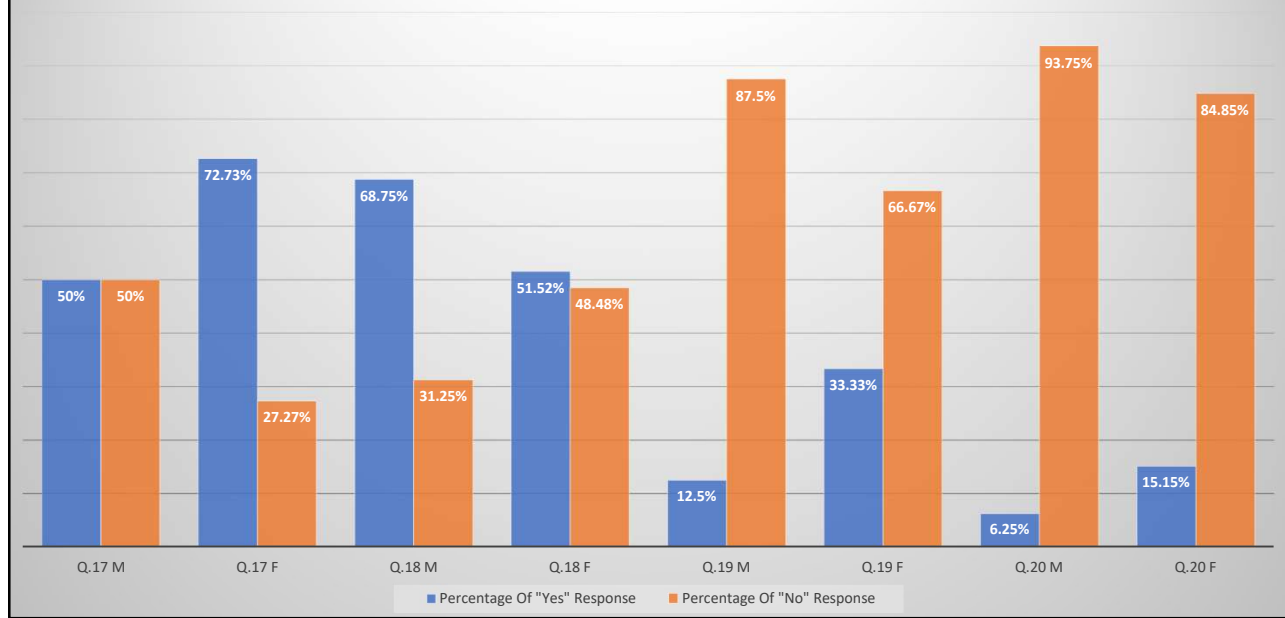


Activity 1: Gender Equity and Population Education Awareness

Abbreviation:

Q.17 M – Question number 17 (Male Responses)

Q.17 F – Question number 17 (Female Responses)

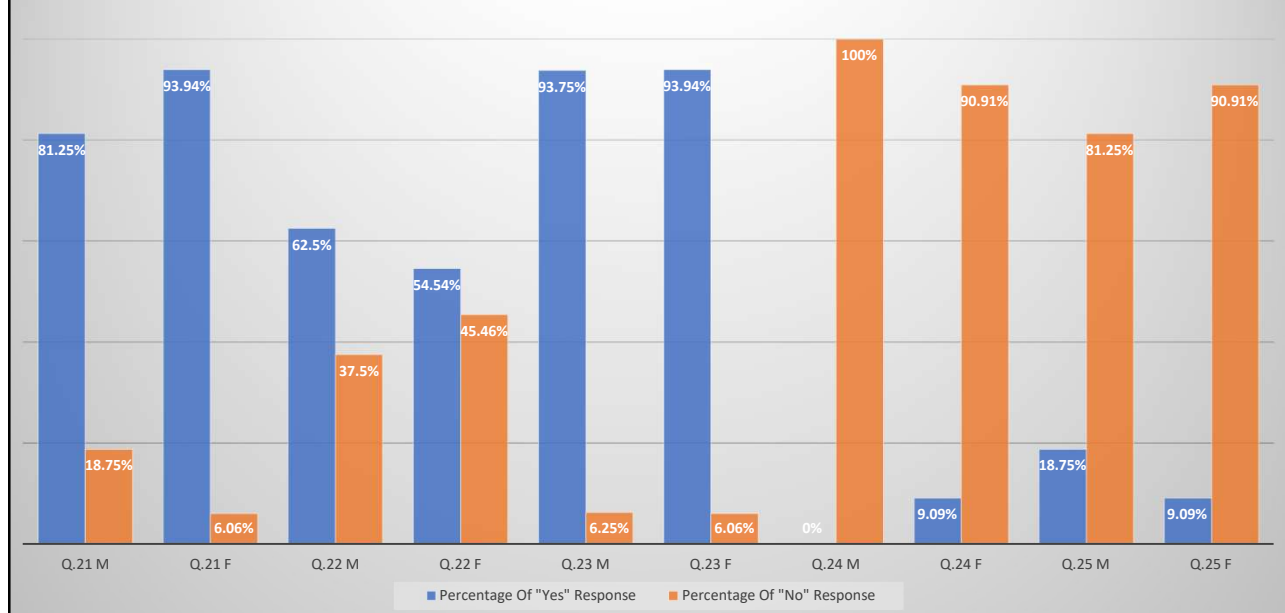


Activity 1: Gender Equity and Population Education Awareness

Abbreviation:

Q.21 M – Question number 21 (Male Responses)

Q.21 F – Question number 21 (Female Responses)



Gender Equity and Population Education Awareness

- Gender *equity* is **fairness of treatment for women and men**, according to their respective needs. This may include equal treatment or treatment that is different, but which is considered equivalent in terms of rights, benefits, obligations, and opportunities.
- According to the Survey of Badkul villagers, majority of the Men/Women are happy Being their respective genders But some of them don't enjoy the same status as their counterpart does. We found no discrimination among boy and girl child by their parents in all perspectives including education, food, freedom. In the survey we found that some couples prefer having atleast one male child.

- The villagers agreed that female's literacy rate is a contributing factor for the progress of nation and there is no restrictions for a female child to attend Co-Education school. From deciding life partner to sharing responsibilities the villagers believe that there is equal contribution of both husband and wife.
- According to survey females don't feel free to speak about their sexual problems. The views of villagers regarding marriage and learning a child seems to be evolved with time.
- The villagers think that pregnancy at early age affect the health of thr mother and they are against female foeticide. Also they believe that the family planning measures should be taken by both husband and wife.

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Working With The Community 2022

Data analysis of activity 2

Health and Hygiene of the Community

Information on Sanitation

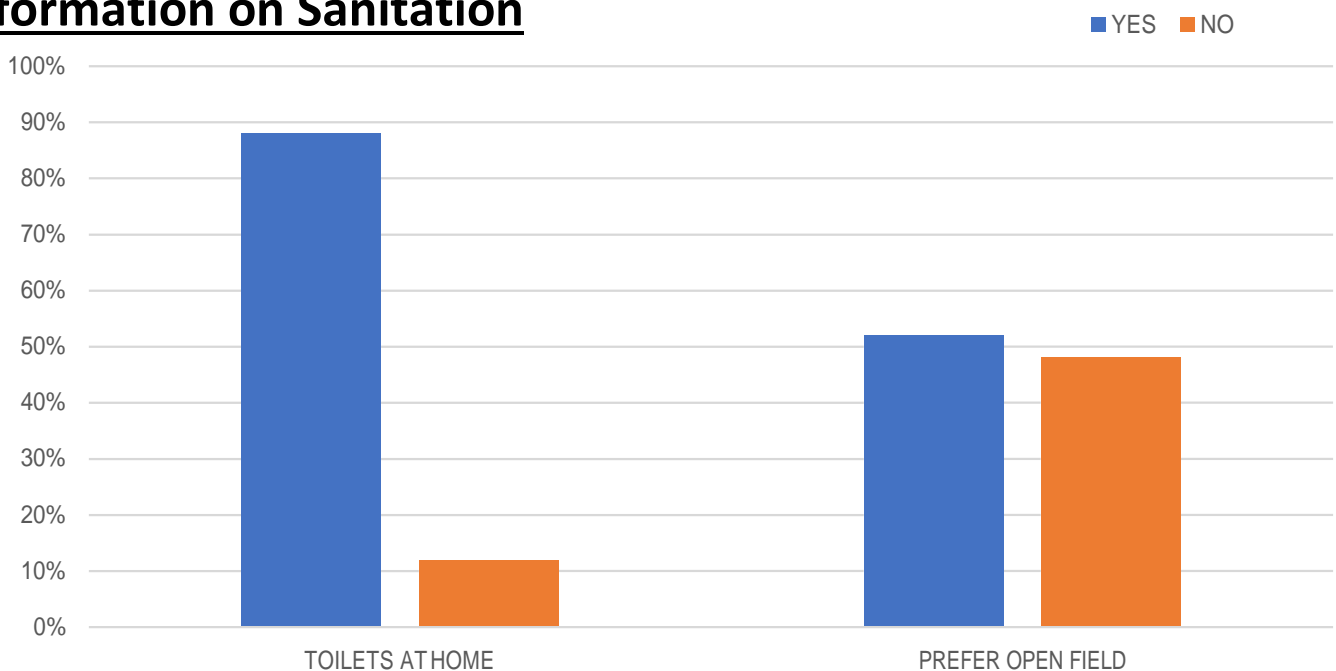


Figure - 01

- 50 families were surveyed in the village.
- 88 percent of the families surveyed have atleast one toilet in their home.
- 12 percent of the families do not have a toilet in their home.
- 48% discharge feces in open area
- The rest 52% don't defecate in open area

Information on personal hygiene

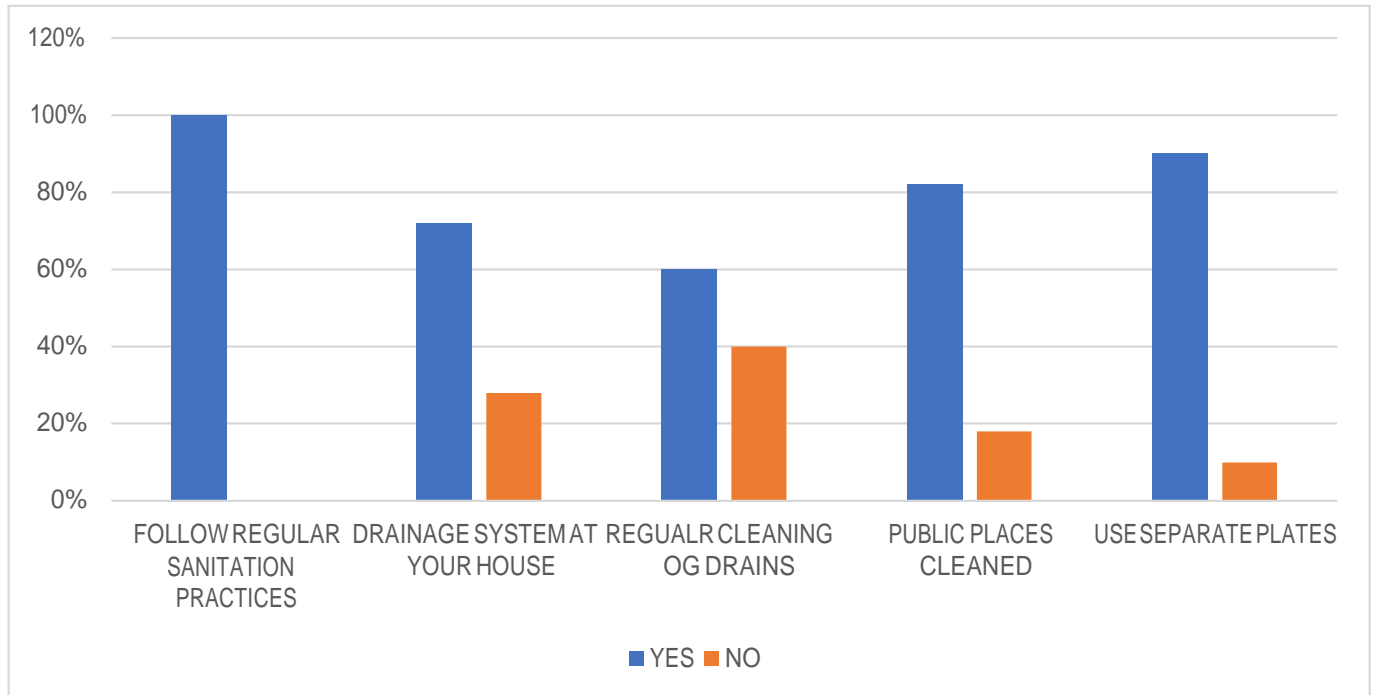


Figure - 02

- 50 families were surveyed in the village.
- 72% of the families had drainage system in their houses
- 60% of the families regularly clean their drain
- 82% of the families agreed public places were cleaned
- 90% of the families had separate plates to take meals for all members of the family

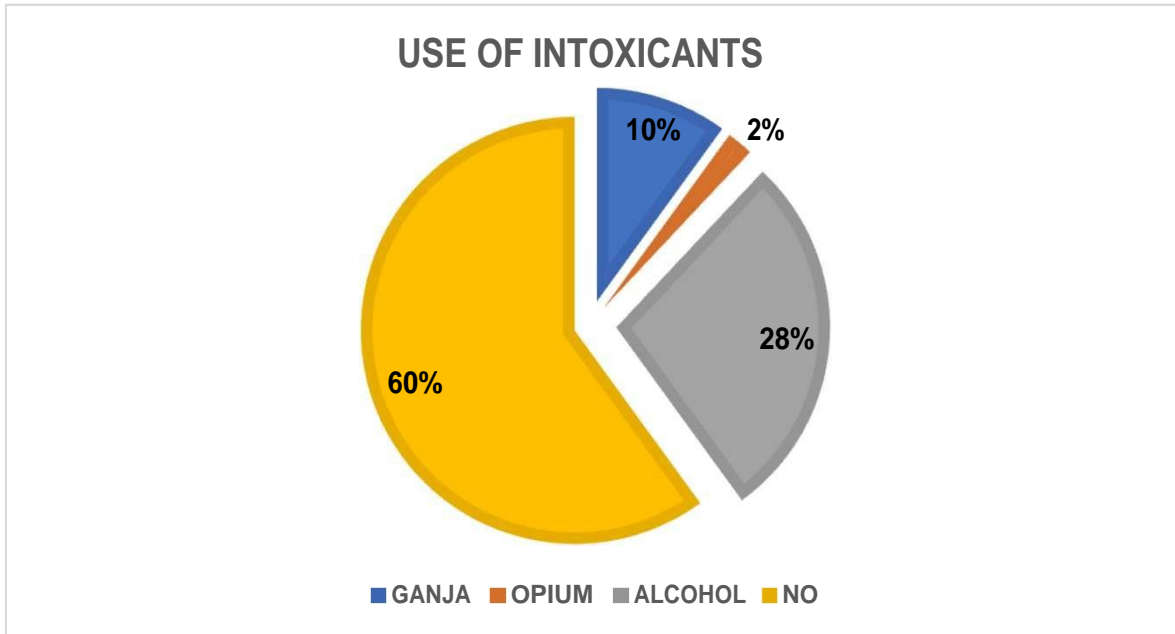


Figure - 03

Usage of intoxicants by the locals of Barkul village.

- 60% of the population have denied to have ever used intoxicants.
- However, 28% of the population admitted to use alcohol regularly.
- 10% of them use ganja and 2% use opium.

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Working With The Community 2022 Data analysis of activity 4

Analysis of Human Resource

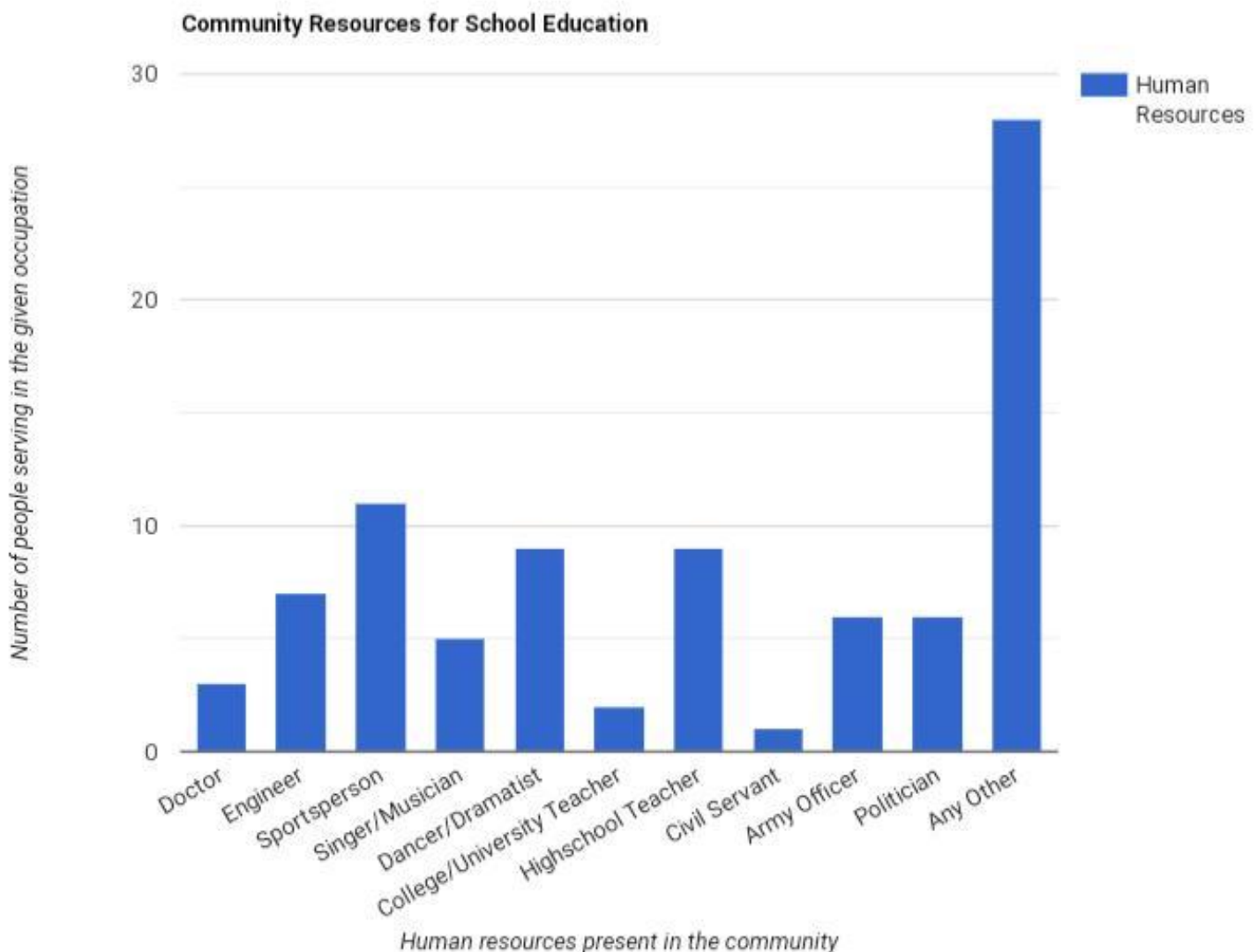


Figure: Survey of Human Resources in Badkul Region, Chilika

- Y-axis represents the number of people serving in the given occupations/ Human Resources (Doctor, Engineer...)
- X-Axis represents the Human Resources that are present in the community.
- Vertical bars represent the value for each category.

Optionally, the bars can be clustered in groups and/or stacked to facilitate comparisons.

The graph shows that the number of people occupied with “any other” occupations such as laborer, miners, truck drivers, heavy vehicle drivers, garbage factory workers etc. are high. Thus, it can be concluded that a majority of the local population earns on a day-to-day basis.

Analysis of Non-Human Resources

Garden:

People had their own household/ backyard garden where they grow daily vegetables like brinjal, chilli, coriander, tomato, bitter gourd, spinach etc.

Field:

Few people had their own farm lands and depend on agriculture for their livelihood and few had started farming after retiring from previous jobs.

Art gallery:

Odi Art Centre

- Developed by ‘Society for Development of Rural Literate’, a registered, non-profit, cultural Society.

The OdiArt Centre houses Purvasha Folk and Tribal Art established in 2017.



The Museum currently exhibits the quintessential Odishan and Indian rural, folk and tribal paintings, sculptures and artefacts. Rang-Manch and nine small amphitheatres exhibits live performances of rare folk and tribal arts. It gives experience of the pure, pristine culture of Odisha, in the serene environment and ethnic ambience of the OdiArt Centre.



Bank:

1. ICICI Bank, Balugaon
2. Odisha Gramya Bank
Balugaon
3. HDFC Bank, Balugaon

Post office:

There's one Post office.

Address : Banpur - Balugaon Road ,
Balugaon, Odisha, 752030

Police station:

- Balugaon Main Police Station



- Sub- Police Station in Badkul Village

Temple:

There are 2-3 big temples of lord Jagannath and Lord Shiva and several other small temples located throughout the village area. The striking architecture and artistic work on the walls of these temples is worth a glimpse.



Club:

There are few Youth clubs where they hold meetings for different social activities like cleaning of the drains, Village playground, conducting sports matches, holding village functions and other festivities. Youths here actively participate in different sports activities and have their own team.

Dispensary:

There's one dispensary near the village area with all basic medical facilities and several medicine shops nearby

High school:



Chilika High School, Barkul, Khordha is a Govt. Educational institution imparting education to both boys and girls students in High School level. This institution was established on 1979 in the district of Khordha. It extends teaching facilities in Humanities, Social Sciences, Physical Sciences etc.



The main objective of this institution is to disseminate knowledge to the students in different fields. Games and Sports are also an integral part of this institution which inspires the students to be physically fit. There are also many societies and associations related to social service and cultural programmes, Rovers and Rangers.



Village committee:

There are voluntary associations of village people for local administration and management. The elder villagers sit together and solve local problems and take decisions on various societal issues and problems faced by the community. It is a great form of association by the villagers and it aims to achieve a strong, well managed society and they work for betterment of their village.

DATA ANALYSIS

COMMUNITY WORK

Activity 5

CONTENT...

(FOR ACTIVITY - 05)

Educational survey
of community

FAMILY TYPE

FAMILY DISTRIBUTION

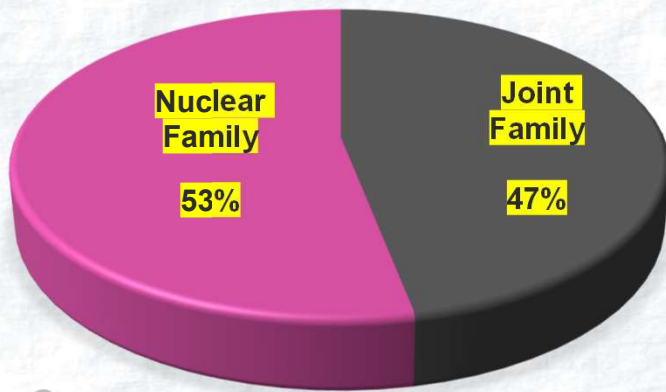
PARENT LITERACY RATE

CHILD LITERACY RATE

TOTAL LITERACY RATE

LITERATE VS ILLITERATE

FAMILY TYPE



There are two family types and 53% are nuclear family and 47% are joint family.

This is a surprising percentage because in villages most of the time, we find more joint families.



Figure - 01

FAMILY DISTRIBUTION

In family distribution, the percentage of male and female child is equal and adult male and female percentage is almost equal with adult female being 34% and adult male being 36%.

Generally we see in rural area that families prefer male child more than female child but here it is different and they are equal in percentage.

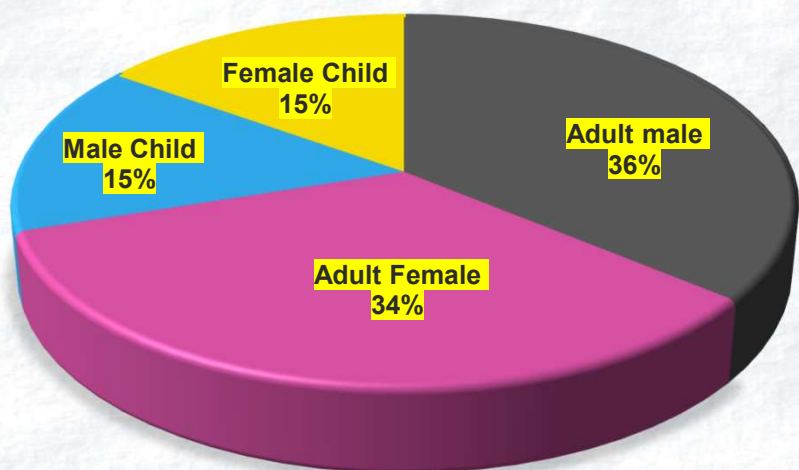
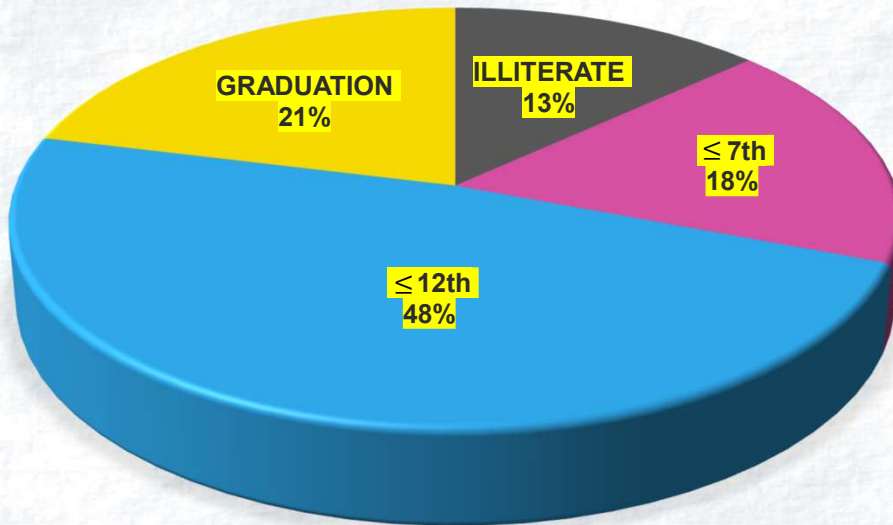


Figure - 02

PARENT LITERACY RATE

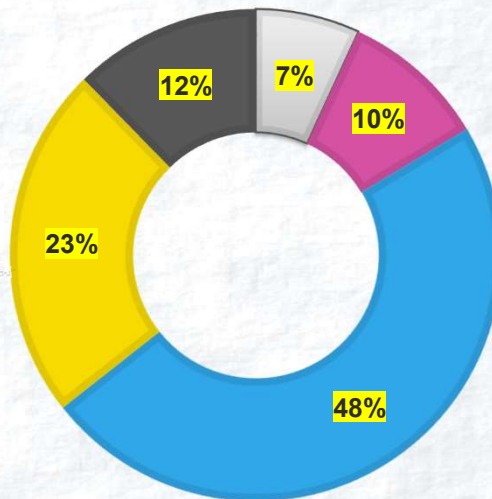


In parent literacy rate, almost half the data we collected have studied till 12th (48%) and only a small portion of the people have done their graduation (21%) and 13% are illiterate.

Figure - 03

CHILD LITERACY RATE

In child literacy rate, almost half of the children (48%) are between 1-7th class and the least percentage are of infants(7%).



- INFANT
- KG
- 1 - 7th
- 8 - 10th
- 11th & 12th

Figure - 04

TOTAL LITERACY RATE



In total literacy rate, there is a huge difference between literacy of male and females, the male literates are 49% and female literates are only 9%. This shows that we have lacked in providing education to females.

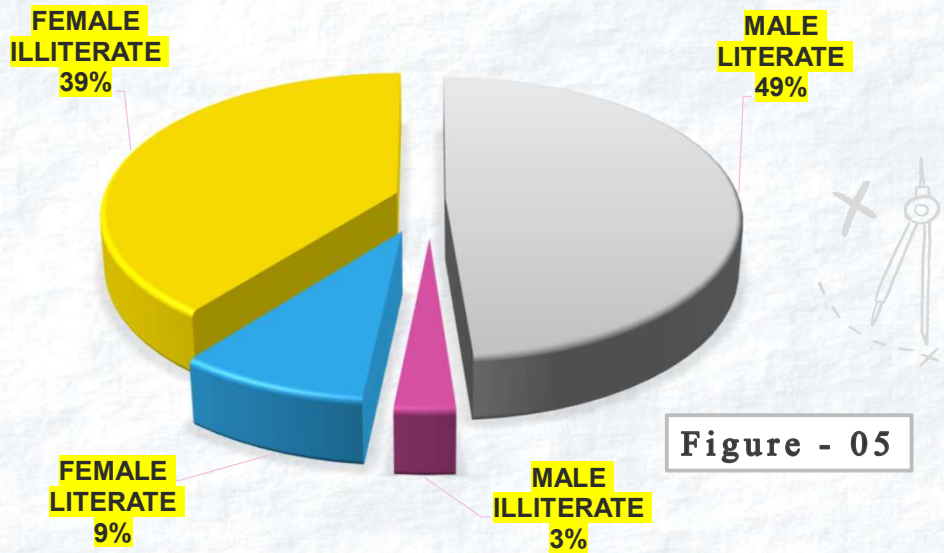
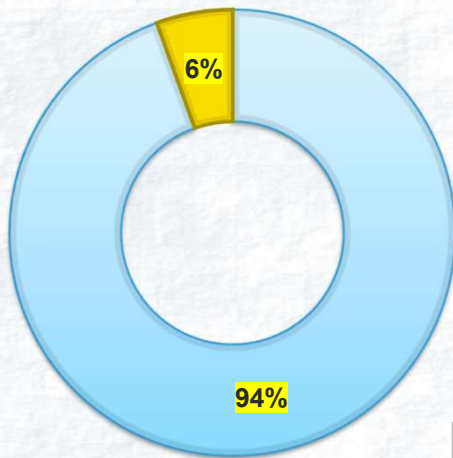


Figure - 05



If we compare between male and female literacy rate, 94% of males are literate and 82% of females are literate. There is not much difference between these two which is a good sign.

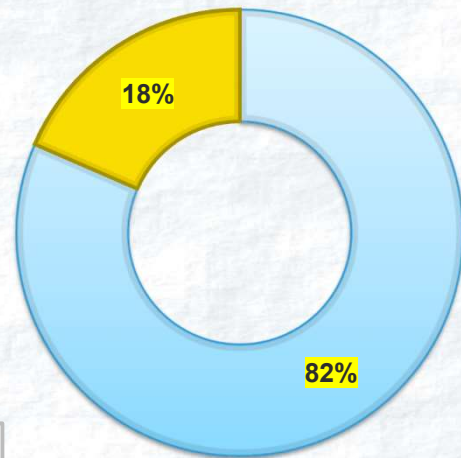


Figure - 06

■ MALE LITERACY ■ MALE ILLITERACY ■ FEMALE LITERACY ■ FEMALE ILLITERACY

DIFFERENCE BETWEEN MALE AND FEMALE LITERACY RATE

Now at the end when we consider the whole data, we can determine that 88% of the people are literates and 12% are illiterates. This shows that the population is now more aware about education and its importance.

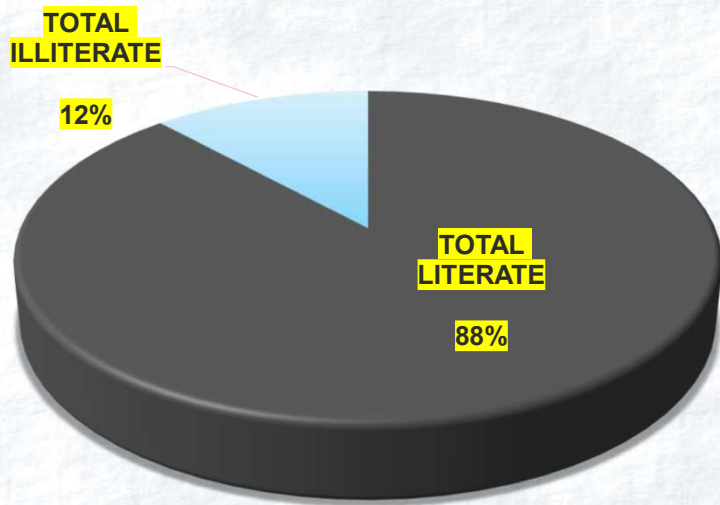


Figure - 07

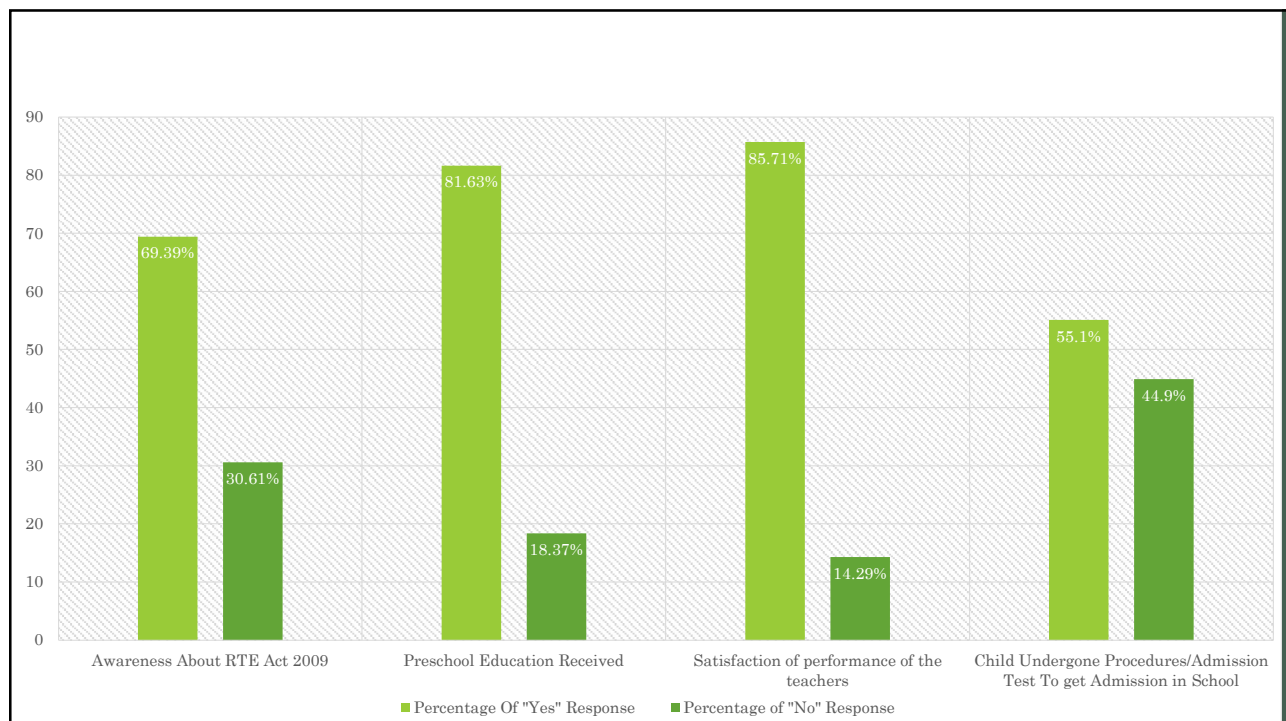
LITERATE VS ILLITERATE

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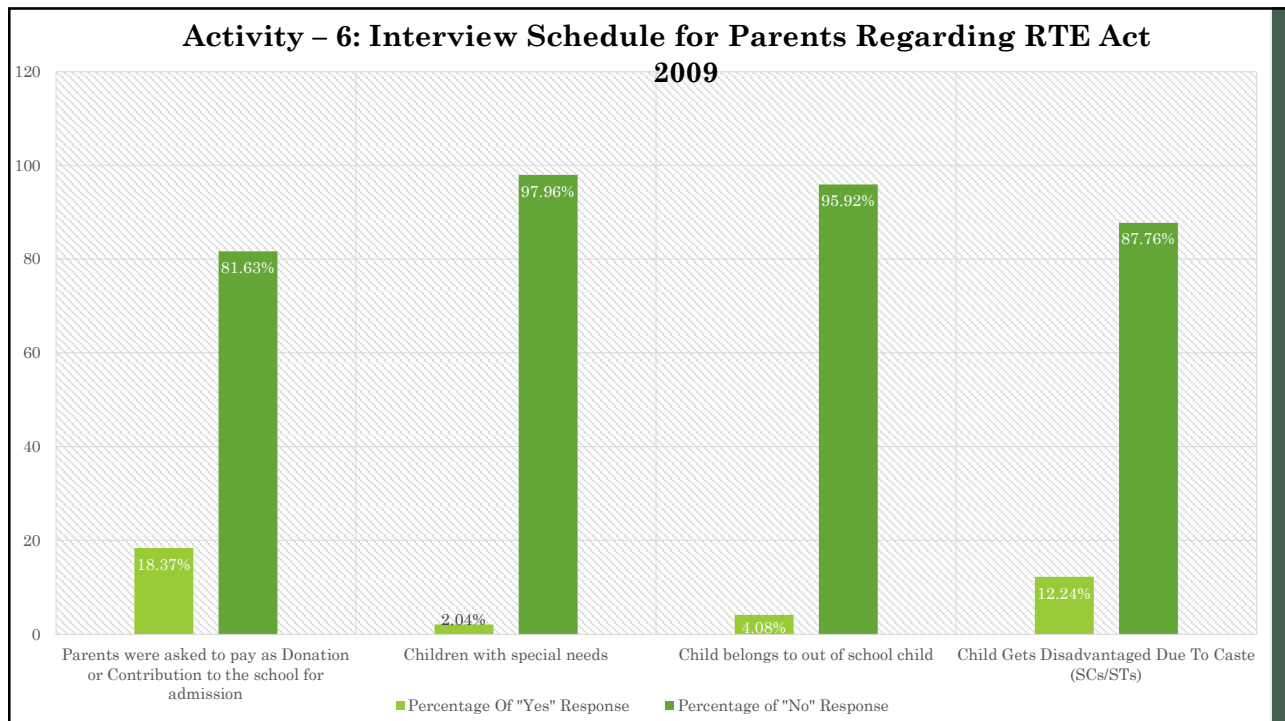
Data analysis of activity 6

*Interview Schedule for Parents Regarding RTE Act
2009*



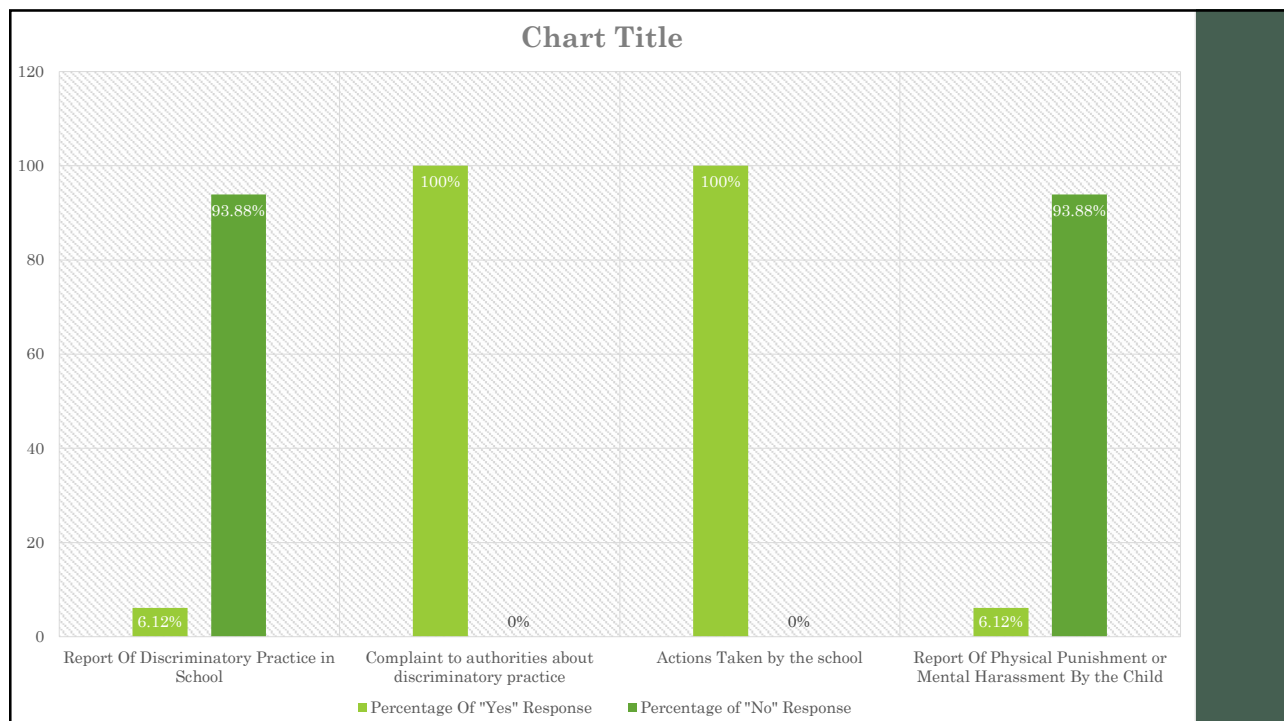
Interpretation Of Graph

- 49 families were surveyed in the village
- 69.39% of the families are aware of the RTE Act 2009 and 30.61% of the families are not aware of this act.
- 81.63% of children had received pre school in anganwadi or others and 18.37% of children have not received their pre-school.
- 86.71% of parents were satisfied by the performance of teachers in the school.
- 55.1% of children has appeared in an admission test to get admitted in school and 44.9% did not.



INTERPRETATION OF THE GRAPH

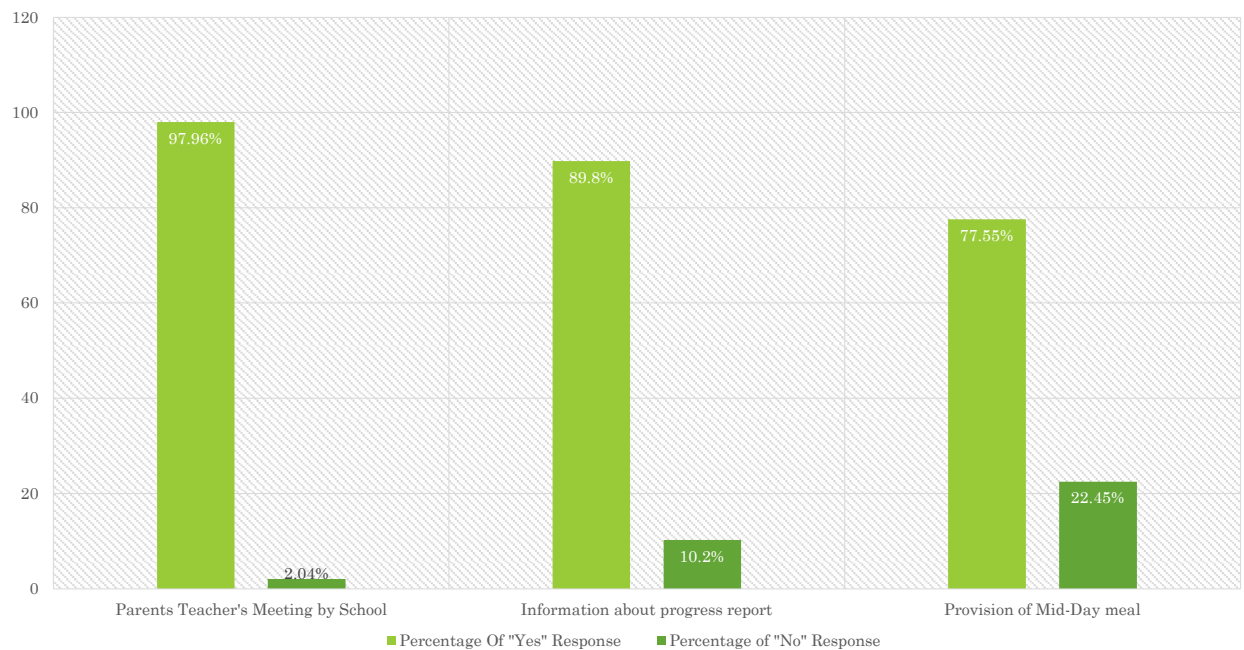
- 18.37% of parents reported that they have paid donation or contribution to the school for the admission of their wards whereas 81.63% of parents have not
- 2.04% of children were identified with special needs whereas 97.96% were normal in all aspects
- 95.92% children were from school whereas 4.08% belong to out of school
- 12.24% parents believe that their children were getting disadvantage due to belonging from lower caste (SC/ST) categories whereas 87.76% of parents didn't report as such.



INTERPRETATION OF GRAPH:-

- 6.12% of children reported of discriminatory practice in the school whereas 93.88% of children didn't reported as such
- Out of 6.12% of students reported discriminatory practice , 100% of children complaint about this to the school or any other authority
- In each case a necessary actions were taken by the school/ higher authorities
- 6.12% of students reported physical punishment in the school

Activity – 6: Interview Schedule for Parents Regarding RTE Act 2009



INTERPRETAION OF GRAPH:-

- 97.96 %of parents reported that they have been invited for meeting by the school authority over certain intervals
- 89.8 %of parents informed about their childs cumulative progress by the teacher/school
- 77.55 %parents informed that mid day meal is provided regularly to their children either in one or the other form .Most of the parents were satisfied with the quality of food .

Expectation Of the Family from the School

- **Providing Best Education so that when student graduate they can go to college for further education.**
- **Skill development should be focused in school and overall personality development of the child**
- **Every Student should be monitored regularly**
- **Awareness and monitoring regarding personal hygiene**
- **Homework should be given on regular basis**
- **Special Attention to the students with special needs.**

Parent's Views, suggestions and Concerns Related to RTE Act

- Scope Of RTE should be extended till Class 12th.
- Quality monitoring should be done frequently
- RTE Act need to be better implemented at ground level. Often it is seen some sections of society is left out.
- Personal hygiene and Care, personality development should be initiated by the school.
- Discrimination towards reservation category should be abolished.
- Some people have no expectations so admitting their child into private school.