

# A REPORT ON WORKING WITH COMMUNITY PROGRAMME OF TWO YEAR B. ED (IV SEMESTER) STUDENT TEACHERS

*Coordinator*

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Associate Professor in Education



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(National Council of Educational Research and Training)  
SACHIVALAYA MARG, BHUBANESWAR-751022

**March 2020**

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## PREFACE

The Working with Community (WWC) programme is an integral part of two year B.Ed. course of Regional Institute of Education (NCERT), Bhubaneswar. This programme is one of the innovative components of teacher education curriculum. The main objective is to familiarize trainees with community; its social, political, cultural and educational features and how these features influence education of children. For this programme trainees had spent seven days at a stretch during the academic year in the identified village namely Dasarathi, Klupada Ghata, Chilika from 28<sup>th</sup> January 2020 to 3<sup>rd</sup> February 2020. The mode of transaction are discussion, rally, competitions / debate, poster, banner and placard display in community setting, mass movement, survey, interviews, awareness programmes etc. The report gives detail idea about the programme from selection of camp to evaluation and feedback. The report also deals with pictorial presentation of different activities performed by student teachers in different selected villages. Further, all the formats used by the student teachers during the programme for collecting data relating to different issues such as gender equality, health & hygiene, status of school education, awareness about RTE Act etc are annexure in the report. This report would be useful for teacher educators, curriculum developers, teachers, trainees, community members and NGO workers for organizing need based community programmes in rural villages.

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Rasmirekha Sethy

## ACKNOWLEDGEMENTS

At the outset I offer my obedience to the almighty for giving me inspiration, courage and patience towards with great successful completion of this work entitled “Working With Community” for Two Year (IV Semester) B. Ed Students Teachers .

My heartfelt gratitude goes to Prof. P.C Agarwal, Principal, RIE, and Bhubaneswar for his constant encouragement, moral and emotional support for conducting this programme successfully at outside in Chilika. It is my great pleasure to take this opportunity to thank Prof. Anoop Kumar, Dean of Instructions, Prof. B.N Panda, Dean of Research and Prof I.P Gowramma, Head DE for their inspiration and guidance during the programme. I am equally grateful to Prof. R. Mohalik, Ms Srimoyee Poddar and Mr. Amlesh Kumar, DE for providing all support to organize and complete this programme successfully.

I would like to extend my acknowledgement to all the faculty members of the Department of Education in providing academic inputs for smooth functioning of the programme. I express my thanks to all the student teachers of Two Year B. Ed (IV the Semester) for being so active, energetic and enthusiastic in taking up and completing the programme as well as in making it a success and also for their positive involvement in each and every activity in a discipline manner. All their efforts have made the programme to run smoothly and a fruitful one.

I also take this opportunity to acknowledge Prof. S. K, Dash, Head Department of Extension Education (DEE) and his office staff for all cooperation and support during the programme. I am very much thankful to Mr. Biswa Bhusan Das, CRCC, Chandeswar cluster, Mr. Bansidhar Behera, CRCC, Dasarathi cluster, HM and staff members of Dasarathi Govt. High school.

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**30/03/2020**

**Rasmirekha Sethy**

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## INTRODUCTION

School is a miniature community as the teachers, parents, and other staffs are having common values and standards for the education of the students. Mutual exchange and sharing of resources and facilities between school and community is essential for national development. The community can be defined by characteristics that the members share, such as culture, language, tradition, law, geography, class and race. It is applied to the concept of the village community as a whole, cutting across caste, and religious and economic differences. Further, community has been variously defined in the discourse of education as 'parents' 'the larger community' and elected 'representatives' or members of such local structures as Village Education Committees. The schools, families, and communities can work productively together for educational development by collaborating with community to identify and integrate resources as well as services from the community in order to strengthen school programmes, family practices, and student learning. So, the student teachers need to have knowledge and awareness about the community and neighbourhood and the relationship between school and community. Considering the value of relationship between school and community and the facilitating role of teachers in the B. Ed curriculum has the provision for working with community. School is a prototype of society and its development is linked to resources and facilities available in community. Different committees and commissions at national and international level have given stress on involvement of community and its members in the functioning of schools. Hence, prospective teachers must gain experience in working with community schools and its functioning. It is observed that presently less number of student teachers is interested in working with village schools. Hence, need was felt to orient prospective teachers for working in the village schools and bring favourable attitude towards village school and children. Further, student teachers need to have awareness about the nature of community and its resources, which can be used for the quality improvement of education.

The Secondary Education Commission (1952-53) took note of the changed political, social and economic conditions of the country and restated the objectives of education such as **(I). Development of democratic citizenship which includes:** - (a)

Clear thinking (b) Receptivity to new ideas (c) Clearness in speech and writing (d) Training in art of living in community (e) Passion for social Justice (f) Development of tolerance (g) Development of true patriotism (ii). **Improvement of Vocational efficiency:** (a) Appreciation of dignity of work (b) Appreciation of the value of world work (c) Promotion of technical skills (iii). **Development of Personality:** (a) releasing the sources of creative energy (b) Appreciation of cultural heritage (IV). **Development of Qualities for Leadership:** (a) Training in discipline (b) Clear understanding of social issues.

One of the important objectives under Development of Democratic Citizenship is Training in the Art of Living in Community. Each and every objective of Secondary Education Commission can be fulfilled through the process of working with community. Working with community is also known as field work with community which is an integral part of two year (IV Semester) B Ed. It has conceived and practiced in Regional Institute of Education, Bhubaneswar. The programme is conducted with the following objectives:

- To acquaint with the student teachers with the factors working within the society, community i.e. knowledge of social realities.
- To develop the dignity of labour among student teachers through community work.
- To arouse the interest of student teachers in the social and economic reconstruction of the country.
- To make the student teachers aware with the educational problems and needs of the society
- To enable the student teachers for preparing the youth for sustainable development.
- To develop the personality of student teachers through community service.
- To develop understanding among student teachers about the social and economic issues of rural community.
- To create awareness about the educational and societal needs of rural community.



## **NEED AND JUSTIFICATION OF THE PROGRAMME**

Pre-service teacher education programme aim to prepare trainees to become quality teachers equipped with pedagogical practices that will serve to meet the increasing demands associated with the teaching profession (Bransford et al., 2005). Over the last decade, the focus on developing quality teachers has received increased attention in education (Barber & Mourshed, 2009; Bransford et al., 2005; Hattie, 2004). Viewing learning as a social and cultural process the pre-service 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 university lecture hall. Now-a-days marked gap has been experienced in the theory and practice of teaching. It may be due to the lack of experience of the teachers about the society, its needs and aspirations.

As seen, exposure to community has the potential to be both generative and transformative. Bringle and Hatcher (1996) reported that 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 teachers' development of technical skills toward the integration of more community-based knowledge in teacher education has been reported in different contexts (Haddix, 2015; Zeichner et al., 2015; Harfitt and Chow, 2018).

The student-teachers, after becoming appointed as teachers, 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 participation on the part of the student-teachers. Therefore, there is a need to provide the community experiences to the student-teachers. So that they can make themselves aware of the socio-cultural, educational, economical issues and problems related to the society and can prepare themselves to be teacher-practitioner.

## **CAMP SELECTION FOR ORGANISING THE PROGRAMME**

The programme coordinator Dr. Rasmirekha Sethy had visited Chilika Govt. High School, Barakul along with other faculty members on 30<sup>th</sup> November 2019 after getting the permission of the Competent Authority for finding suitability to organise the programme. This venue could not be finalised as the school has been already selected by the coordinator of BSc. B Ed student teachers to camp for working with community programme.

Dr. Rasmirekha Sethy, Programme Coordinator and Prof. R. Mohalik visited BEO Office, Chilika on 3<sup>rd</sup> January 2020 and discussed with Mr. Jitendra Nayak, BEO, Mr. Kanduri Charan Pradhan, and ABEO Chilika about the programme specially selection of school. As per the suggestion of the BEO, they visited Dasarathi High School, Kalupada Ghata and discussed with Mr. Biswabhusan Das, CRCC of Chandeswar Cluster and Mr. Bansidhar Behera, CRCC, Dasarathi Cluster, HM, Basanti Jena and found the school suitable for camp as every kind of facilities were available there.



*Dr. R. Sethy, Prof. R. Mohalik with HM and AHM and CRCC of Chandeswar.*

Since two schools i.e Kalupada Ghata Girls High School and Dasarathi U.P School are merged with this school i.e Kalupada Ghata High School which is renamed as Dasarathi Govt. High School in the documents of the school, the school had facility for

accommodating boys and girls separately. Further, the school HM and other teachers and staff were very supportive and interested in this kind of community programme.



*Kalupada Ghata High School which is renamed as Dasarathi Govt. High School*

The High School has a big playground where physical and yoga activities can be organised. The school is also surrounded by many villages and primary and upper primary schools. Hence, the coordinator has proposed this school as venue for the working with community programme to the Principal who officially approved the school as venue.

#### **METHODOLOGY OF THE PROGRAMME**

The mode of transaction were rally with placards, competition or debate, poster and banner display in the villages, mass movement, nukkad performances, survey, interviews and awareness programme in the villages and schools. Through this process the student teachers got exposure to the community life for seven days as they live with the community members and acted in terms of preparing school development plan, sharing cultural practices, holding cultural programmes and gaining community's perception about and aspirations from formal education system.

The orientation programme of Working with Community (WWC) of B.Ed –IV Semester was held on 27.1.2020 in the Conference Hall of the Institute. Attending the programme was compulsory for all the B.Ed IV Semester students. Total 95 student

teachers attended the programme. The coordinator and other faculty members of the Dept. of Education have elaborated the details of the activities to be conducted during the programme.



*During Pre-Conference of Working with Community*

Stress was given on the role of trainees during the working with community programme. All the formats related to different activities were distributed to student teachers which are attached in the **Appendix-A**.

For realizing these objectives two year B Ed students visited the identified venue at Dasarathi Govt. High School, Kalupada Ghata, and Chilika from 28<sup>th</sup> January to 3<sup>rd</sup> February 2020. The student teachers camped there for seven days at a stretch and conducted several activities in different villages such as Jaripada, Matiapada, Panidwar, Pachupatia, Jagannathpur, Baunsamula and Uashapadar and conducted different activities. All the student teachers were divided into six groups namely A, B, C, D, E

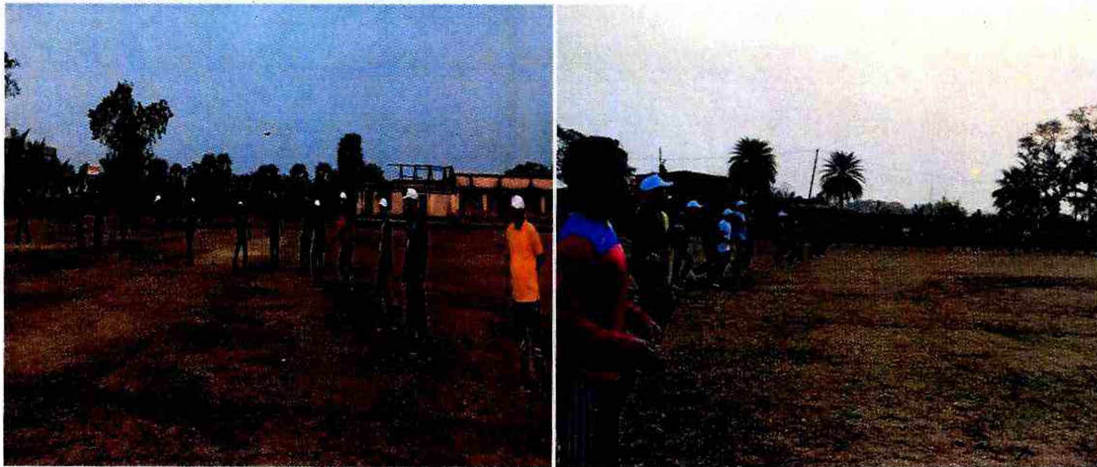
and F with 16 members in each group and 15 members in F group and there was a leader in each group who was managing and controlling their group. The list of student teachers group-wise along with group leader is attached in **Appendix-B**. The work of the student teachers have been supervised and monitored by the Coordinator, faculty members of department of education and two student overall leaders. The feedback form for student teachers on field work with community programme in order to take their opinion, suggestion and utilization of this programme the format was distributed among all the trainees that are attached in **Appendix-C**. The list of faculty members supervised the WWC is attached in the **Appendix-D**.

### **GROUP REPORT OF WORKING WITH COMMUNITY**

During the programme trainees were worked in small groups having 15-16 members in each group. They have worked in groups for cleanness, village and school survey, role play and drama etc. The group wise report of trainees is discussed in following paragraphs.

#### **GROUP-A**

This group consists of 16 members with boys and girls from arts and science background under the leadership of Ms. Abhipsa Sahoo. The group has involved in different activities as suggested by the coordinator starting from morning to evening.



*Every day activity started with physical exercise and yoga in the field of the venue.*

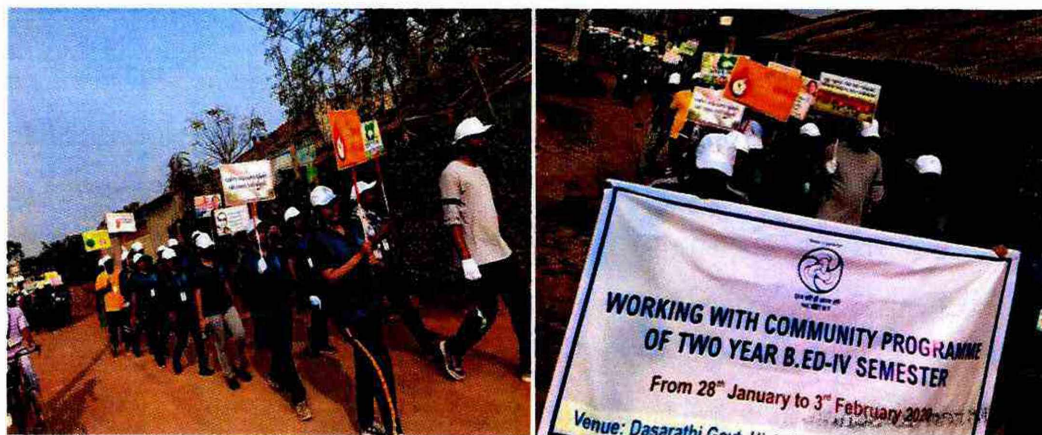
After physical activity, the group members were involved in cleanliness of the local areas and villages with broom and other equipments. During the cleanliness work, the group members also informed the villagers and local people about the importance of cleanliness in human life.

The group has made survey on gender equity and population education awareness with the help of the formats supplied by the Coordinator. For this activity, group members were divided in four smaller groups with one odia student teacher in each group. Our focus was mainly on gender equity, girl's education and population education. The group visited the first house and interacted with the Head of the family i.e. one woman who was working as Anganbadi teacher. She believes in gender equality and also supports their daughter for further education. She highlighted the problems of the village, specially focused was on financial incompatibility. The group came across another old man who had parallel view on gender equality and girl's education. He believed that girls only to be kept in the four walls and man should lead the house. Despite of two grand-daughters, he forced to his son to have one more baby that to he should be a son because what would girls do after getting the education, they have to go to others house after the marriage. At one shop of the village, we met another old man who had wrong views about education. His one son has adopted one girl child because they had no child. This proved that they have broader view on gender equality. We also met one man who used to recite poems and stories related to gender equality, though he had just passed class-IV. We also met a divorced lady who used to run the house independently. We also came across one girl who was studying education as Honours.

During the interaction with the locals, we came to know that people were willing to send their children to school but the quality of education should be improved. The adolescent girls need more awareness about sexual problems, hygienic conditions and evil impact of child marriage. Again women staying in home should develop efficiency in some other activities except household works in order to contribute for the family income. After going with the interaction of the locals, we draw conclusion that they were very much concern about the girls education and gender equality. They had different opinions about the two terms they are contributing a lot towards the girl's education but the main

problems were financial concerns and school infrastructure facilities. Hence education is a blessing to our society but we should know the efficient ways to utilize properly for development. Both parents and government should take active action for more enrollments of students in the school. The gap between government and locals should be reduced and more ground level survey should be conducted for providing better preventive measures.

On the next day, our group performs different physical activities under the supervision of coordinator Dr. Rasmirekha Sethy madam in the premises of the venue. After physical exercise we have taken breakfast then gathered in front of the camp to go for rally to the village with different placards and slogans on different themes like girls education, cleanliness, save water, blood donation, importance of education, Right to Education Act etc. Our group visited the village Jaripada, Kalupara and Panidwar etc. for rally purpose. We have given different slogans during the rally. All the slogans had very good effect on the village and community members. All the students and teachers tried hard to do their best. It was a great experience for us to see the community relationship and its functioning from close points



*Rally by Trainees*

We return to the camp around 2 o'clock. In the afternoon, we started practicing skit to perform in cultural programme in the village and in the camp in night time. The topic of the skit was the effect of population explosion on society and education. The experience gained from the community can be utilized by the prospective teachers for their self

development and development of the community of the village where they will work as a teacher.

On the next day, the group visited Totapada village and we were divided into three groups. One group has done the survey on health and hygiene and other group on the RTE Act 2009 and last group on survey on elementary education in the community.

At first, when we went to the village and interacted with few village people they thought that we are from the census group or school survey committee. During the survey, we came to know about the qualification of the village people and their occupation. We found the highest qualification of them was graduation and some people are illiterate or with minimum education. The occupations of most of the villagers are fishery in the Chilika Lake. Moreover, we found during the survey that most of the families are joint family having maximum of 18 to 20 members and some families having two members.

We asked questions about girls' marriage. There are 2-3 families where the marriage of girls was done at an early age like 16 or 17. Girls are getting married at early age without proper educational qualification. After hearing this we try to create awareness among the family members that girls should not get married at early age because it has bad impact on girls physical and mental health. We told that girls can be engaged in vocational kind of jobs like stitching, tailoring, typing instead of getting married. After some more interaction with the family members, we asked the family members about the age of their children, they were not able to tell the correct age of their children. The parents tell that the age of their child is 10 years but when we saw the kid he is only 5 years old and studying in Anganwadi. Anganbadi was away from the residence area so the children are not able to go to Anganawadi every day. Moreover, we found some migrated people came from Berhampur and are living with minimum facilities like water and electricity. Still they were living because of fishery business. We also visited a house in that village and after entering we saw new refrigerator and when asked they replied that the refrigerator is for dowry as their daughter is getting married. This shows that the dowry system is still prevailing in the village.

Another group conducted survey on health and hygiene of the community. They visited different houses asked the locals and family members about their food habits.



The villagers answered that they eat water rice every day. The fish with rice is the principal food they used to eat 4 days in a week. They believe that fish is a good source of protein and easily available to them. They rarely take fruits and green vegetables. India is progressing towards Swachh Bharat and the government has constructed toilets in every house of the village but majority of the villagers don't use the toilets and they go for open place for toilets. They use pond water for different activities as no water supply is available. All families are aware about different diseases like malaria, diarrhea, cold and cough. They use the mosquito net in the night.

There was no proper drainage system in the village and water is being found on the roads. They did not have separate toilets for each member. When we talk about the environment, villagers were aware of the manure effect of the cow dung so they use cow dung in the field as well as for the kitchen garden of the houses. The villagers were aware about the bad effects of gutkha and pan. None of them admitted that they are consuming such items. Few old villagers used gutkha and pan. They also promise that they will reduce this habit to a minimum level and they would also not spit in the public place. The interesting thing was observed that few families, who are migrated from Berhampur, deprived of all facilities like water and electricity. They used to take bath in the dirty ponds which was unhygienic.

The 3<sup>rd</sup> small group surveyed about the Right to Education Act. We observe that 90% of family belongs to SC categories and the rest are belongs to OBC and general categories where most of the parents have not completed their elementary education. While interviewing the parents, we observed that almost all the parents did not know about the Right to Education Act, where only 25% children have completed preschool education in Anganbadi and most of the children have directly taken admission into the primary schools. But in case of private school their admission test and also need a heavy amount of donation for the admission. There is no child with special needs in the village. While asking about the discrimination, we have reported that no school has been discriminating students and student doesn't get any kind of punishment and mental harassment. Some school shows favoritism towards the students on the basis of their academic performance. The people have no idea about the objectives of PTA and MTA

but they only know that the meeting held on monthly basis by the school authority. The parents were not informed about the progress of their child. They were only informed about the child's progress in terms of pass and fail. The quality of mid day meal is good because of the variety of food and no health issue has been aroused. Parents are expecting from the school that school should provide quality education in terms of individual instruction to their children personal care and good infrastructure facility for better education. Most of the parents are not aware about the right to education act. But they are aware of the no detention policy. They want that the child should get follow up when they do something wrong. They only want that the quality of education should increase.

From the overall experience of this community survey of Totapada village, we get to know that due to the lack of proper awareness and education, the health and hygiene condition very poor. Again most of the girls when 10th pass and early marriage with dowry are common. It was obvious that because of less education the families and their parents were not aware about the Right to Education Act. So there is no fruitful outcome has been observed in this village on right to education act. Privatization is a big problem for the education system. So we need a great awareness among the village people related to health & hygiene, value of education and provisions of the RTE Act.

## **GROUP-B**

### **Day-1**

Today was the first day of our working with community programme. Our group was assigned to visit Uasha Padar village for the survey of primary school and also village. There are 16 members in our group no- B within which the group was further divided into two groups each consisting of 8 members. Member of 1<sup>st</sup> group are krutinath, Lipika, Arsee, Sudipta, Pritam, Jyoti, Shilpa and Akshay who visited to the Village. Member of 2<sup>nd</sup> group are Dimple, Nidhi, Dpti, Sharmila, Santosh, Jaysingh, Ankita and Sarath. Group 2 had visited government primary school, Uasha Padar for the survey of primary education in rural area. But this group was headed by Krutinath who had taken the leading role so he was the group leader. Firstly we interacted with the Chairperson,

Headmistress and Shiksha Sahayak in order to collect the data. They showed us all the official records and data as well which helped us a lot to get the accurate information.

The total area of government primary school is 2000 square feet. Tulashi Swami is the Headmistress of the school having 20 years of experience with proper qualification. There are only two female teachers including Headmistress and Shiksha Sahayak both staying near the school. Total number of students studying in the school is 27. There are many private schools nearby this school. Most of the parents prefer that their children should study in private schools rather government school because according to them more facilities are provided by private schools than government schools. The school campus consists of two classrooms, one staff room and three toilets having a small playground. Basically the socio – economic status of students was relatively poor. The inspection officers visit this school from time to time.

The teachers were cooperative and humble. They were glad to see us there. We discussed about school management problems, finance and manpower support. They gave very genuine answers to our questions and shared their views on current issues like health and hygiene and midday meal. We felt good to know that the teachers were trying their best to create awareness programmes for students in the village so that they can enroll themselves in Government schools. They also invited us for the Saraswati Puja celebration which speaks about their generosity. After the overall interaction with the teachers we got awareness about various Government schools and their schemes.

We the members of group B visited Uashpadar village and surveyed 10 families and found that the villages are very much concerned about gender equality and health and hygiene. Although they are aware of these issues still they hesitate implementing it in their lives due to their prejudice thoughts. For example (i) though they agree on choosing life partner by an adult girl but when asked about reality they said that the final decision will be taken by the Head of the family parents. (ii) When asked about helping the female in household work some of them answered that the household work is completely females' responsibility. (iii) Though they told boys and girls are equal still they also pointed out the fact that the society shows inferiority attitudes towards those without male child. (iv) There opinion on family planning operation gives us

replacement on their open views that both male and female should equally do family planning operation. (v) Girls bear more responsibility than boys

At the end we conclude that though they are aware of all these issues but there is lack of implementation. They are very much cooperative and participate actively in the survey.

### **Day-2**

Today our morning started with physical exercise. Then our whole batch went to few villages forming Groups for awareness rally. We held placards in total on which slogans were printed about various social causes. Slogans are as follows:

“ASHA MISIKI SANKALPA NABA, AMA DESHAKU SWACHHA RAKHIBA”

“NARI KU DIA SANMANABADHIBA, DESHARA MAANA”

“ABALA MUHE NAARI, SANGHARSA RAHICHI SARVADA JAARI”

“BALAKA O BALIKA SAMASTE SAMANA”

“DUHINKA KHYAMATAKU DIA SANMANNA”

“LET NURTURE THE NATURE, SO THAT WE CAN HAVE A BETTER FUTURE”

“EARTH IS OUR MOTHER, IN SPITE OF OUR DESIRE TO HARM MOTHER, SHE WILL ALWAYS LOVE US FOREVER.”

So these were the slogans which gave the message of Saving Nature women empowerment preventing AIDS and important knowledge about cleanliness as well as gender equality. It was a great experience going Indus valley and making villagers aware about various social issues. The main aim words to make them responsible and instill a sense of duty towards the society as well as themselves. On the way we visited a temple where the people provided us snacks and water. This act of those people made us feel special. At the end, I would say that we really enjoyed working with community.

### **Day-3**

Today a cleanliness programme was held in the morning at around 7:00 A.M. in which the whole group participated. Our group was assigned with the work to clean the market place and few areas near the railway crossing. Accordingly we completed this task. Amlesh sir was also with us and supervised our work time to time. We worked around 1 hour where each group member tried their best to clean the road by picking mostly plastic items in order to make the place plastic free. We are happy and satisfied to be the

participant of this cleanliness programme. We would like to thank Regional Institute of Education for giving us this opportunity to do something for our community. After finishing our work we observed that some of the village people took an initiative and cleaned the road. While returning we shouted few slogans like “Ek Bharat Swachh Bharat” and “Asa Misiki Sankalpa Naba Ama Desha Ku Swachha Rakhiba” to attract people attention and make them aware how important is keeping the place clean where we live. One thing I would like to say that Amlesh sir motivated us while the cleanliness programme was going on by continuously saying that just like sparrows and pigeons pick their food one by one we must pick plastic wrappers one by one using our hands. So these words were really a motivation for us because we believe that “little drops of water make a mighty ocean.” Leaving those little plastic wrappers there would one day make the place dirty that’s why we made an initiative to hand pick even those.

At around 10:15 a.m. our group left for Uasha Padar village for community survey where we divide our group into 4 groups. Each group surveyed 2 to 3 houses. Today also the villagers answered to all questions put by us. They were happy to see us there. Some of them even offered rice which was generous of them. After the survey was completed all group members met at a place discussed about the different surveys done and then we returned. It was a wonderful experience interacting with the villagers. Another thing is that people were unaware about the RTE ACT 2009. Out of hundred only 20% people knew about it.

There is indispensable relationship between school and community and the B.Ed curriculum has provision for field work with community. As a part of community we all have seen so many issues around us which has the dire need to change. We all the 16 group members had many issues related to that place. During our rally and cleanliness activities we had seen littering around the places. Many plastic bottles, toffee wrappers, tobacco, gutka wrappers have been discarded incorrectly, without consent, at an unsuitable location. So we all have decided to do the cultural programme or Nukkad performance on “Swachhata Abhiyan”

We performed the Nukkad performance in “Rajendrapur”. The entire experience was over whelming. By this act we tried to convey this message that we blame one

another, government, etc for the litter, dirt around us. But we never bother to clean it rather we blame one another and do the same in one or another way.

We (people) in the name of Swachh Bharat, to become famous, just take photos and pretend that we have cleaned our place but the reality is far away from this. Krutinath Gochhayat, Aarsee Sahoo, Santosh Behera, Shilpa Malla, Sharmili Kunar were the narrators.

Sharat Chandra Gardia- passerby who litters because others are doing it.

Pritam Bhoumik and Akshay Kumar- Spit gutka on board written “Don’t spit here”.

Lipika Priyadarshinee --- Litter near the dustbin saying throwing garbage in or near that is a shameful.

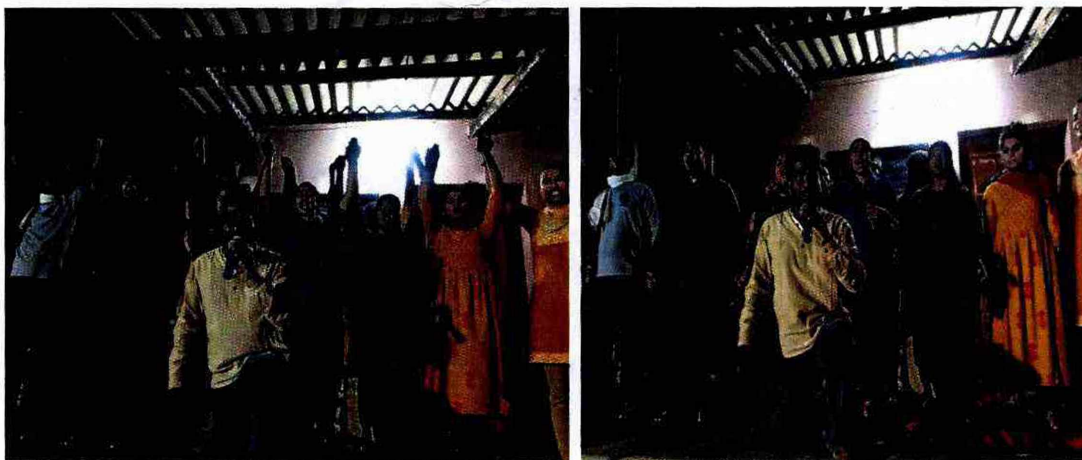
Jaysingh—blames the society but litter himself.

Nidhikerkatta and Ankitachatterjee --- Passer by who blames the government but does nothing for their own surroundings.

Dimple Kumari and Dipti Ganesh --- Safai employee.

Jyoti--- celebrate Swachh Bharat by taking photos which broomstick and upload on social media to become famous.

We had conveyed our message articulately to our level best. Many of the passerby elder people, younger people came to see our performance. Our entire Act was in Odia as in the village most of the people were acquainted with Odia language only.



*Cultural Programme in the venue*



*Performed Nukkad Natak in the village*

#### **Day-4**

Today all the group marched towards Panidwar village in a queue for awareness rally. Each group was given at least 4 placards with slogans written on it. After walking by the streets at a far distance, we stopped at one area where few shops were opened. Seeing many people in the shops we plan together even more number of people by continuously reciting slogans. After sometime group D performed Nukkad Natak on the street which contained the theme of **“Stop Drinking Alcohol”** and other drugs because it not only kills the consumer but also it breaks a family in one way or the other.

Today while the performance of Nukkad Natak by Group D one thing we noticed was that only men were present on the streets to watch the programme. Men and their sons or we can say only male members were there. When we were walking for rally, we saw the ladies peeping out of their house doors but not a single came out to see our performance which speaks about patriarchal society. We don't know the reason for such act but of course we are sure that only men are dominating over women.

#### **DAY-5**

Today we went to Rajendrapur village for awareness rally. Our group as well as Group C performed Nukkad Natak in front of Maa Bhairavi temple. Our theme was swachha Bharat. Through our small skit we tried showing that people keep throwing garbage on roads, palps and scribble on buildings and monuments and keep blaming the government

for not cleaning the place or city where they live in. We also showed that people only come forward to clean on the day of 'Swachh Bharat Abhiyan' and some people just held broomsticks to take selfie and upload it but no one actually wants to clean the place where they live. At the end we give the message to the people that it is we who makes our environment dirty so we must take an oath to clean it. Apart from this group c had also performed a skit on 'Gender Equality'.

Today men and women with their children had come to watch our Nukkad Natak, so this was different from the previous village. Our group members give their best to make awareness about some social issues prevailing in our society and how each one of us can remove it.

#### **DAY-6**

Today was our groups mess duty. We served the breakfast which had upama and green peas and bottle gourd curry and tea. Then we all went to visit Shri Shri Aurobindo integral education centre accompanied by Rasmi mam, Srimoyee mam, and Amlesh sir. This centre has a very big campus. There is a big garden at the back side. The Ambience was peaceful.

Then a Valedictory meeting was held in the school in the venue. In the meeting BEO Jitendra Kumar Nayak, ABEO Kunduri Chaurana Pradhan, CRCC Mr. ~~Danshidhar~~ Behera, CRCC Bishwabhusan Nayak and HM Basanti Jena had come to give their views on our working with community programme. The meeting was concluded with a vote of thanks to all the teachers, coordinators, and supervisors' sand of course all the cook who worked endlessly for us. For the working with community programme we were all divided into six groups. The entire group visited six villages in total namely Uashpadar, Tottapada, Panidwar, Panchupatia, Matiapada and Jaripada for survey.

Our group was group B and we visited Ushpadar village. There were total six activities for different surveys. Activity two was about survey of health and hygiene of the community among various villages. The health and hygiene of all villages was nearly the same. Due to financial conditions, villagers could not afford enriched or good meals. For breakfast they mostly had rice, upama and poha. For lunch and dinner most villagers



eat rice and dal. Some of the houses couldn't afford milk every day. For fruits many people eat Apple and banana mostly. They drink coconut water from coconut tree in their house Garden. Every house have toilet but the toilets had no direct water accessibility. Drain water was disposed of at the backyard of house was disposed in their own agricultural field.

The villagers used water from mainly hand pump and tap. Public places like schools and temples were kept clean by them. Other places like markets, roads and Ponds were not clean. We cleaned the market place which was part of, Swachh Bharat drive. We got to know from them those contagious diseases which prevail this time every year was chickenpox and measles.

There were few questions related to the use of intoxicants. Almost all the houses had only one family member who was alcoholic or consumed pan and gutkha. But according to them no steps had been taken to stop its consumption. In fact, the addiction of smoking or drinking has never been attended by any health care or hospital or has never been made aware about the cure. Group D had performed a Nukkad Natak in one of the villages which gave the message to stop alcohol consumption as it not only kills the one who consumes it but also leads to destruction of a family in one way or the other. One noticeable fact is that health and hygiene of any family depended upon the economic status of the people. So there is a great need to make them aware about cleanliness around their places.

We would like to thank Regional Institute of Education for conducting this programme of seven days in Chilika as we got a chance to know about rural life at the grass root level. This programme also helps us to explore ourselves and to learn how to survive with minimum resources.

To conclude we would like to say, "Alone I can do so little. Together, we can do so much." This is one of the best messages we have learnt from this community work programme.

## **GROUP-C**

### **Activities**

- Survey of 10 houses on gender equality and population education awareness
- Collection of essential data from School
- Engagement of class by reflection of all group members
- Career Counselling of some students by our group members

### **Reflections of our group members**

- There was active participation of students.
- Presence of collaborative learning.
- No gender biasness was there in terms of playing learning and even at the time of having lunch.
- School was full of resources which include Pictorial charts which help in learning and better understanding of concepts.
- School premises was quite clean
- Hygiene was maintained in the school.
- Students can prosper if they can avail proper guidance.
- Students are obedient, sincere and disciplined
- Cooperation was seen among the students during their mid-day meal
- One student distributed hand wash to every student and students share their meal with those students who didn't carry their plates. Students were involved in Saraswati puja decoration with enthusiasm some students were efficient in reading English. The school has village education committee (VEC), Parent Teacher Association (PTA), Mother Teacher Association (MTA), School Development Committee (SDC) and School Management Committee (SMC). PTA and MTA are being organised two times in a year.

The village comprises of 50 households approximately. The environment of village was quite lively. The people are very cooperative. Every family sends their children for education and some of the students are also perusing Bachelors of Arts and Masters of

Arts. Most of them were in favour of gender equality but some of them still believe that boys are superior to girls. Most of our interviews are matriculated and aware of about the importance of education. All were against of child marriage and liberal towards girl's health condition. Some parents requested us for career counselling of their children, because they were unaware of the scope available for the children's future after attaining an ISC, BSC and BA etc. Overallly, it was a great exposure for us and got opportunities to learn new things

In the morning we had to gather at the ground after the morning physical exercise. After that we went for a rally to the nearby village picking some placards and banners for the awareness programme on different issues in the society. We entered the village chanting various slogans like Jhia Badhile, Desa Badhiba, Helemet Pindhantu Jiban Banchntu etc. and tried to aware villagers about safety measures on these various issues. We also had the opportunity to overview the actual situation of the village area. Many people ride vehicles without helmet and most of the people were totally unaware of sanitation. The roads on which we travelled were in critical condition to stop all group members are very enthusiastic about the programme and took part with their soul. The cooperation from the villagers was really appreciable.

In the morning we had a campaign on Swachhata Abhiyan in the nearby area. We clean the road, roadside areas, the perimeter of houses and shops nearby. The local people also helped us in cleaning the areas which were really inspiring for us. After that we were given the mess duty where we clean the whole dining area, distributed breakfast the students and clean the area again. After that we helped the workers in preparing the lunch for today. We did the cleaning of corridors/ waranda, toilet and wash room and field water cans for afternoon. We also served launch for the students and clean the corridor after completion of lunch. We arrange the chairs and tables for every meal after cleaning them properly and also arrange them for evening meetings.

We felt that as a group our coordination among ourselves has been encouraged. All the group members worked efficiently and cordially and did not make any disturbance. As we felt that the sense of cleanness in group members is quite impressive as we tried others to find least either in the corridor or in the meal area. The

cleanliness programme was as inspiring for us as we had the opportunity to watch the morning activities of the villagers and delighted to have the corporation of villagers. The day was slightly tiring for us but we learnt a lot of things today.

About the rally, the day started with our awareness really. We awarded the people of the village with our slogan like Beta Beti Eck Saman, Dono Badhaenge Desh ka Man. Padhiba Jhia Badhiba Desha., Paribesha Surakshya Jibana Rakhshya, Sisu Ama Ratana karibaTaku Jatana etc. Apart from that we aware them about the impact of alcohol, use of Helmet etc. One of our groups performed a Nukkad Natak on bad impact of taking alcohol and its effect on Children's future and education.

We observed that there is a board written that village is free from open defecation but we observed that some people don't have their own toilet and some of them have no water supply to the toilet. According to the provision for the construction of the toilet one family can avail 1200 but lack of execution of the system it leads to no availability of toilet in some families. Our group members award the villagers about the proper purification process of drinking water as they were not aware about it. No drainage system is seen in the village. Some of our group members award villagers that they not only have to clean the houses but also have to keep clean their surroundings. There was not a common dustbin for disposal of waste. Some people had no idea about how to make water portable. They are not aware about the separation of different types of garbages i.e. degradable and non-degradable. Though the village pond is not so clean, everyone has to take bath in the pond due to insufficient water supply. Food pattern shows that most people prefer to have non veg food once veg one and have less idea about balance diet. Most of the women are aware about sanitary napkin and uses it. The younger generation tends to use it more in accordance with the elder one.

Some of the families were aware about good impacts of education. Impact of education in the family after providing a quality education to their children there have been seen an improvement in the living style of the family; awareness regarding health and hygiene. In some family most of their children are dropped out after 10th or before appearing.

## **Day-2**

- Today's activity:-
- Rally and Skit in Rajendrapur village
- Nukkad Performed by our group
- Data collection from Matiapada village about the RTE Act from the parents.

### **Rally and Skit in Rajendrapur Village**

The day started with an awareness rally towards Rajendrapur village to aware the villagers about the solution of some burning topics which are considered as hindrances in development and at the same time slow down the progress rate of that society. After the rally our group performed a Nukkad which theme was based on the drawbacks of early marriage, gender inequality and their solution and importance of girl's education.

### **Nukkad Performed by our group**

In the first scene we show the happiness of the different families after childbirth that is son in one family and daughter in another family and then try to show how the uneducated family makes fun of another family which is having a girl child.

In the second scene we showed how the daughters are being discriminated from educating and making fun of another family. The father of the uneducated family was a drunkard whereas the parents of another family were given adequate amount of scope of education to the daughters.

In the third scene we have shown how the daughters approach their parents for going school and are being denied to go. As time passes and daughter of uneducated family gets married and becomes victim of domestic violence. The son also initiates his father and becomes drunkard whereas another family prosperous daughter becomes a doctor. Finally in the climax the drunkard father gets treatment by the daughter of the neighbor and realizes his faults. The reaction of the audience was worth watching.

### **Data collection from Matiapada village about the RTE Act from the parents**

- Firstly we observed that the parents were not aware about the terminology RTE. So we clarified them that are Right to Education.
- Parents were aware about the facilities provided by the school under RTE.

- We collected information that the Midday Meal Scheme is working quite well in the school and the children were getting adequate amount of food under diet chart and also getting uniform and books in free of cost.
- The parents and teachers are not aware of the student-teacher ratio in classroom
- Most of the children are getting free education and food from Anganwadi.
- Some of the family stated that after the removal of corporal punishment the performance of children are degrading.
- When we ask them about the expectation from the school they said the regularity of the teachers should be maintained.
- About the suggestion they said that the free and compulsory education which is from 6 to 14 years should be extended till graduation and the student teacher ratio should be 1 to 10 so that children can get proper attention and can prosper in the field of education.

#### **Activity 1(Gender Equality and Population Education Awareness)**

- In Matiapada village most of them were in favour of gender equality.
- If the parents as well as the students get sufficient amount of money after the necessary constraint they can avail quality education.
- Although women are educated there was no scope for having a job or doing something by own.
- The students need proper career counselling for better educational score.
- Some of the girl students are pursuing higher education like M BA , B.Ed.

#### **Activity-2 (Health and Hygiene of the Community)**

- Very few families have proper toilet facilities.
- No drainage system was there.
- The village pond was not clean as the villagers regularly use it.
- Open defecation is there in the village.
- Most of the families have no water accessibility to the toilet.
- There was no availability of portable water.

#### **Activity-3 (Survey of Community Resources for School Education)**

- The village is having a number of engineers, teacher, army officers etc. But they don't provide any kind of support to the school because they reside outside of the village.

**Activity-4 (Education Survey of Community)**

- In the age group of 70 most of them are illiterate and some of them are dropouts.
- Very rarest of the age group were well qualified.
- In the age group of 40-60 some of them are first generation learner
- In the age group of below 40 some of them are highly educated.

**Activity-5 (Interview Schedule for parents regarding RTE Act 2009)**

- Parents don't know about the terminology RTE but know about the facilities are provided.
- Some of the family stated that after removal of corporal punishment performance of students is degrading.
- They urge that the 6-14 years of universalisation of education should be extended till graduation.

**Survey of Primary Education in Rural Area**

Primary education is typically the first stage of formal education coming after preschool and before Secondary School. In rural area primary education is considered as single phase where programmes are typically designed to provide fundamental skills in reading, writing mathematical and logical skills to establish a solid foundation for learning. As a group we visited School during community work which provides a lot of Ideas regarding the rural education set-up, their infrastructure, and facilities provided by school, different policies of government implemented in school, the role and the participation of community towards the development of school. During the first week of community work programme we had visited total five different schools. All these schools were different from one another with their setup and facilities provided by the school to the students.

1. **Panchupatia primary school:-**It is situated in Patia village Dasarathi Cluster, Chilika block. The school has strength of 49 students and two teachers. On discussion with the headmaster, teachers and we found that due to lack of teachers as well as resources available in school parents send their children to the private school. So the total number of students is very less in number. The school doesn't have enough classroom, toilet, adequate amount of drinking water, teacher learning materials etc.
2. **Uashpadar primary school:** This school has total 27 students and 2 teachers. We found that the villagers were not satisfied with the quality of education provided by the school. The school doesn't have proper infrastructure, resources and drinking water facilities. PTA and MTA are not held on a regular basis.
3. **Panidwar primary and upper primary school:-**The total strength of students was 326 and teachers were 6. The school was very old so renovation was required. The quality of education provided by the school was good as compared to others. School requires more experience teacher.
4. **Jaripada primary school:-**The school was attached with the village Anganbadi. The school runs smoothly. Due to good environment provided by the school, the quality of education was quite good. Every year 4 to 5 students of the school get admission in JNVs.
5. **Matiapada primary school:** In this school the total number of students was 48 with four teachers. The school has well trained teachers and modern resources. However, due to lack of classroom, two classes were sitting in a single classroom. MDM, PTA and MTA were going on regular basis.





*Prof. Mohalik and Trainees in Matiapada School*

### **Cleaning activities**

- We group C along with the other groups went for the cleaning activity on 29<sup>th</sup> and 31<sup>st</sup> January. We had to wake up at 6:00 a.m. and had to join cleaning work at 6:30 a.m.
- On 29th January we had clean the school premises of kaluapadaghata High School.
- We have collected the plastic waste there to make this place polythene free.
- The bushes were also cleaned by the spades and other instruments taken by us from the college.
- On 31<sup>st</sup> January we have cleaned the local market.
- The local people also helped us while cleaning. From this we can say that we have aware them to some extent.
- While returning from the rally we saw that two shopkeepers cleaning the roadside and putting fire to it. When we asked them they said that if you people are doing so good things here we can also clean our area.

### **Mess duty**

- On 31<sup>st</sup> January, our group was assigned the mess duty. It was technically started from 30<sup>th</sup> night actually.

- In 30<sup>th</sup> night after the dinner we had to clean the dining area. Later on 31<sup>st</sup> January we have also cleaned the area and arrange the chairs after the breakfast.
- The menu of the breakfast was Chowmin. The distribution of food also taught us management skills. There was little shortage of food some of our group members skipped the breakfast and offered to other groups.
- Somehow we have acquired the skill of management.
- Some of our members cleaned the premises and help the cooking process.
- Some of us helped Saroj Bhaina in cleaning toilets and condos.
- We served food in launch before to provide everyone equal amount of food. We have collected the list of veg and non-veg eater.

#### **About the rally**

- We went for rally on 30<sup>th</sup> January, 1<sup>st</sup> and 2<sup>nd</sup> February to aware the community people over there.
- We chanted slogans like “Beti Bachao Beti Padhao”. “Helmet Pindhantu Jiban Banchantu”, “Maa Jatna Sisu Ratna”, “Paribesa Surakshya Jibana Rakshya”, “Jhia Padhiba Desha Badhiba” etc.
- Most of the members of a group were non -Odia and the learned to speak the slogan in Odia.
- The theme of the rally was mainly on girls’ education, gender equality, and cleanliness of environment.
- Three groups performed nukkad in the village to aware the people.
- The themes were how drinking habit, low education hampers life, importance of girls education, gender equality and Swachhata Abhiyan.
- After completion of the Nukkad, the expression of the audience was worth watching. Somehow we tried to aware them by our best performance..
- Our group did Nukkad on girl’s education, importance of RTE in Rajendrapur.
- Through Rally we covered, Baunsamula, Jaripada, UashaPadar and Rajendrapur village.
- I would like to thanks to our teachers and RIE for giving us this opportunity.



*During Rally Performed Group -C*

### **Cultural activities**

Regional Institute of Education Bhubaneswar always provided its students with numerous opportunities to prove their mettle in different fields. In Community work at Chillika block from 28 January 2020 to 3<sup>rd</sup> February 2020 all of us got a golden opportunity not only to explore village environment but also to put our steps forward in solution for some burning issues like importance of girls' education, smoking and alcohol injurious to health, dowry system, gender inequality, early marriage etc. With the help of street play known as Nukkad Natak every group prepared their act to perform in front of the villagers.

We Group-C prepared our act based on importance of girl's education, gender inequality what is RTE Act 2009 and consumption of alcohol can ruin a family. All the 16 members of our group participated in this act. We used various slogans like:

“Ladka, ladki, Ek Saman Dono Badhayenge Deshka man”

“Kushal Jeevanka Eh Adhar Betiyonko Na Samajhe Bhaar”

We used one Odia slogan: “Jhia Padhele Desha Badhiba”

In the first scene we showed the happiness of two different families after their child birth i.e. son in one family and daughter in other family make fun of another educated family for having a girl child where the educated family was very happy to have her after having a girl child. But on the other hand the uneducated family was

extremely glad for having son after their three daughters.(Here we showed gender inequality). In the second scene, we showed how the daughters are being discriminated from education and making fun of the other girl from the educated family who went to school regularly. Here we showed the working of RTE Act 2009 and what it is, what are the facilities it is providing. The father of the uneducated family was a drunkard the parent of another girl was giving adequate amount of scope for education to their daughters. In the next scene we showed how daughters approach their father for going school and being denied harshly to go. Time passes and the elder daughter of an educated family gets married at early age and becomes victim to domestic violence. The younger son also started consuming alcohol by following his father whereas the other family prospers and their elder daughter becomes a doctor and the younger sister to get enrolled in school for education.

Finally in the climate the drunkard father becomes seriously ill because of his alcohol consumption and gets treatment from the elder daughter of that educated neighborhood family. He realizes his faults and asks for apology to every member of his house. At the end we sing the song “Odia Chiraiya, Nanhic hiraiya, Angana Mein Fir Aja Reh. We got the opportunity to act on 1<sup>st</sup> February 2020 at Rajendrapur village. Before performing the act we performed it in front of our batch mates and teachers. Dr. Rasmirekha Sethy mama gave us some suggestions to modify some aspects of cultural programme and next day we performed. Some Odia dialogues especially by those who can speak Odia fluently. The reaction of the audience was worth watching. We are very thankful to our coordinator Rasmi mam for giving us such a scope in this awareness programme.

### **GROUP-D**

A nation, a society and a community is built upon knowledge they have been acquiring since their inception. The communities thrive with education. In this age, human society, the basic and most important unit of propagating knowledge in the schools. Any community without schooling system cannot make their future brighter and move forward in the darkness of illiteracy. And it is true that the modern era requires a type of

formal education to make the community skilled and ready for the future. The working with community brought many new experiences for the B.Ed. students of our batch, our group and for me as well. The experiences made us move in the direction of selfless service and participation. The programme has many aspects which we would like to discuss. Gender difference can be seen as per the general profession of Men and Women in the village. Although women are educated, there was no scope for having a job or doing something by their own. One can see the aspiration of the women, they want to fulfill through their daughters. Health & hygiene of a girl's period/menstruation is not discussed. Sexual health of a man is never discussed. The addiction of smoking or drinking is never been attended by any health care or hospital or legal authority is made aware about the cure. The Matiapada primary school has a standard strength of pupil. There is a shortage of teacher and many facilities. The school's MDM is not up to the standard which should be provided. The school has great procedure for management but is not carried out properly.

The villages Matiapada, Totapada, Panchupatia, Panidwar, Jaripada which we covered in our working with community programme have at least a primary school within the village or in the nearby village. The schools are now considered mainly as government institutions rather than a community institution as in earlier times. The mind-set of the community stake holders is that all the development of education should be done by the authority only and they don't understand the immediate need of the quality education which makes the previously unattended schools of the community poorer.

In the villages we came to know about many educated, well established persons but the participation of those people is negligible, as many of them reside away from the village and many are not concerned. The stricter rule of the authority is making the participation of human resources riskier in case of the teachers of the school. The population has a conception about the inability of them towards betterment of education in government institution and that lead to alternative path of sending children to private or public institutions which are becoming more prominent in the area.

The use of non-human resources is also not satisfactory as there is lack of developed resources in the area and the educators of the institution are not interested to use whatever available. But there is an example of hope in name of Suryamani Pradhan, who is a lady of middle age and teaching in the Matiapada primary school for free since a long time in daily basis after finishing her household chores. She has a natural inclination towards education. The eagerness of her also lead to development, strong, independent characters within her daughters with whom we interacted during our visit to the village.

There are normally joint families are present in the village but many nuclear families we have also observed. The Educational qualifications of the seniors of the families are very low and for senior women, we can say they didn't have any kind of formal education, as there was no scope and facility present in the locality. The elderly or working age group has decent but not high education in general. There are many graduate and post graduate present, but not having a job or business as compared to their education. Most of the women are house wife. Most of the family sends their children to school but families with better economic capability prefer to send their Ward to a private school. The parents and children in some family are not getting proper guidance and counselling regarding higher education, which should be provided by the high school and the teachers. The knowledge & awareness about RTE act 2009 is very low which is near to zero. But people understand and can recall the concept when we explain them in layman's words. Most of them are getting benefits of the act but didn't know about the Act. They are also want to get the full benefit of the Act and concerned about the standard and facility of the government educational institutions. Many of the respondents of the village are not happy with quality of educator and mid-day-meal.

Throughout the seven days we are associated with various cultural activities and our group performed a skit about ill effect of bad habits in form of consumption of intoxicants. We even performed our skit 'Mada Piebi Naihin, Naihin, Naihin Mu Piebi Naihin ' before villagers in two instances. The most important thing which we did is that we tried to clean the community spaces without any hesitations with hope that it would make a difference to the community dwellers. This process has a profound effect on us

as a community member and participator. The thing we want to say that, the possibility of use of community resources to the highest can lead to the optimum development of educational scenario of that community and cooperative community.

The Group Members were Anita Rath, Smitarani Sahoo, Indira Patra, Monalisha Pradhan, Ajit Pradhan, Arnab Kumar Beura, Lalu Nial, Anil Kumar Das, Anamika Mishra, Rituparna Roy, Arpita Hansda, Shashank Shah, Promita Bhattacharya, Lokesh Kumar, Amit Mahto, Santosh Kumar



*Rehearsal of Cultural Activity performed by group-D*



*Villagers are seeing and observing role play performed by the Trainees of group-D*

The first day of our community work started with cleanness work for the ground of the school campus. All the groups and the Teachers participated with us to encourage and motivate us. All the plastics and garbage collected where dispose in the landfill nearby. We clean the dining area and all the plastics in the school campus. Then the

servicing tables and chairs were cleaned by us and arranged for the lunch also our group served the breakfast to all the members after the dining area the outskirts of the school nearby entrance was cleaned and made for proper use the members cleaned the respective dormitory arranged for the programme. Then we help to fill the filtered water in the jobs for easy use. During lunch hours, all the members were Earth according to their choice of food respectively being vegetarian or non-vegetarian. After the lunch, the members arranged the chairs and cleaned the dining area.

### **Reflection**

We know that cleanliness is next to godliness and a clean message starts from our home, where we recite. So, our first day made us realize the importance and difference when it will lead to a clean environment. Also so, the members contribute to it and acted for the positive and betterment of the community.

### **Group activities for 31<sup>st</sup> January 2020**

The day started with physical training in the common Ground from 6:30 a.m. under the supervision of our coordinator, Dr. Rasmirekha Sethy madam we started our training with some free hand exercise for our joints and then got engaged in some interesting psychomotor activities in the physical training. After the breakfast, we arranged for the rally. The members were instructed for the Awareness of the community on girl's education, gender equality, health and hygiene. We planned for the following slogans in Oriya. The rally started from the campus at 9:00 A.M. and we went through the Jaripada village. The villagers and children gave their attention to our cause. During the rally we visited a temple where the villagers gave us their positive hospitality and often as the Prasad. Also during the rainy season we observed the wastage of drinking water and there was no proper drainage of sanitation facility for the villages but all the villages were very interested about our rally and the cause, some of them stopped and inquired about our cause and Institute. The members also explained about the cause.

### **Reflection**

Throughout the rally if we can encourage or wear some or at least one family about the issues full stop also all the children irrespective of gender were participating in all the activities like Puja celebration playing help in the parents in their intercourse, which we



don't see in a conservative society. One of the Unique Observation for the non Oriya members was that the name of the bride and bridegroom was being written on the wall of the house.

### **Group activities for 1<sup>st</sup> February 2020**

We have started our day with awareness campaign at 07 am. This rally visited in Matiapada and Jaripada. We had played a small skit in the Chowk of Jadiapada. The theme of the skit was "Nasha Mukti". In the skit we have shown the impact of all these bad activities, which have a greater impact on the life of individual as well as society in terms of emotionally, economically, physically etc. Everyone has appreciated this kind of effort taken by our authorities to organize such an interesting event. Some of the villagers have suggested that government should ban all these shops who sell the bad goods/items for the people. In the rally we have used so many slogans to aware the people regarding girls' education, Swachhata Abhiyan, Nashamukti etc.

### **Reflection**

We have seen that peoples are just enjoying all these slogans; we observe that it is not sufficient to awaken the individuals, until and unless we cannot awaken their natural readiness towards all these unethical exercises. There is need to work collaboratively with the help of government agencies and people of the society to combat all these unethical, anti-social activities. Without the awakening the individual spirit we cannot overcome all these challenges in terms of the society as well as nation.

### **GROUP-E**

Out of 16 members, six of us headed to the school for interaction with members of the school as well as to conduct a survey of primary education in rural areas, the remaining 10 of us went through out the village to gather information regarding health and hygiene of the community, gender equity and population education awareness in the community, along with these we try to create awareness upon the issues wherever possible.

What we gained from our participation Subhashree Banerjee, Rajani and Rinky have appreciated that the people were very welcoming and cooperative. Most of them were humble and willing to share their opinions and perceptions. Smaranika, Subhashree

and Ambuj figured out that maximum people were quite open minded and only a few of them and still bound by orthodox belief and dogmas. Gargi gained a clear insight of how self sufficiency and self sustaining of each and every member is crucial for the growth of the family and the community as well. As per Sonam, even though she was not able to communicate directly gave her best and with aid from the non Odia companion she was able to aware them about the role and importance of girls education and also requested them to apply for Jawahar Navodaya Vidyalaya. Pinky was concerned about a few families that were completely unaware of family planning programs. We figured out that even though all the families cleaned their houses at least once a day they were not ardent for keeping the locally clean. Contrast to that the temples were irregularly cleaned. Ranjit had a very enriching and insightful experience when he was successful in engaging students from class 1 to 8 who were accommodated in a single classroom. Anushree had an entertaining experience when the students of the community school presented dance performance based on the theme of Swachh Bharat Abhiyan. As Rohit stated the Headmaster of the school was very interactive. Mandodari had a reciprocating discussion with the students, the output of the discussion on led to the realization that most of them had joined the school with the sole purpose of getting a job. Among the future challenges we encountered the unhygienic environment due to open defecation what's the major one. The economically background people were reluctant to be a part of the survey. The non Odia people faced a bit difficulty indirectly communicating with the family members. So, language was a barrier to some extent we encountered a few villages who were giving discouraging replies but then again we as a group had a fulfilling insight of the life and perception of the people in rural areas. As per the data collected by Subhashree Banerjee more than half of the family was ignorant about the family planning measures. The only idea they had about family planning was Operation for female sterilization. They were skeptical regarding Vasectomy as they believed that since main hard to be out of the house all the daylong for work they should not undergo any operation whatsoever. Rajat encountered a few families who perceived us to be government agents who intended to cut their power supply due to nonpayment of electricity bills. Maumita met with a lady who started asking for money and food for her

family in return for participating in the survey. This reflects that property, hunger and illiteracy can take people to extreme and at the same time education and awareness can provide stability to their mindsets and Lifestyles as well

We six members Anushree, Ranjit, Mandadari, Premchand, Rohit and Rajesh out of 16 members from group is 12 visit the Panidwar upper Primary School to gather some basic informations and data and to observe the condition of primary education in rural set up that the experiences we get from the community work was very valuable to know the positives and the drawbacks of the primary schools in that area. The experience of the six members are mentioned below

1. The Headmasters, other teachers and the MDM workers were very Cooperative and open minded to share their feelings towards their school and community advantages and drawbacks and the achievements of the students.
2. The students were very interactive and participated actively in some of the activities that we have conducted there. They showed their talent on painting, music and dance and we have also recorded one dance through which they wanted to convey a message on Swachh Bharat Mission and its importance for health and hygiene.
3. One of the inspiring feature we had seen was that out of 6 teachers 5 teachers are from Bhubaneswar and they are doing up and down daily from their home to their workplace or school and that too before 9:30 AM. It shows their dedication towards their duty and punctuality.
4. One more thing we have observed was that the school promotes the Peer learning by using one classroom for the students of class I II and III.
5. One most positive feature, we have seen was that there was two toilets in the school premises and both the students and teachers are using the same toilet and they (both) take the responsibility of its cleanliness.

When we asked about the cleanliness of the toilet, whether they appoint a person to clean it? The Headmaster's opinion inspired us a lot. He said that if we show the students how to do it, they will learn it and their practice will make them self dependent and respect for each and every work.

6. The teachers were invited to take part in a ritual of forming (Yagnya) for the establishment of the temple of “Sarada Maa” in the village and we went to visit the place and took part in it. The village community is very innocent and well behaved us and we felt very privileged among them.
7. Overall, the experience of the school visit and the interaction with teachers, students and few parents and the community people was very special for us. The community people share their opinion about the village school and they give their best effort to preserve and protect the school resources for learning of that child.
8. When we interact with the students about their motto of going to school, most of the students (70%) said that rather learning. They want to get a job for their family.

Conclusions:- Our group effectively collected survey data about health and hygiene. Gender equity, family planning, awareness and also had interaction with the members of the school in panidwar. It was a unique experience for all of us, as it was very challenging and beneficial for student teachers. In this team-oriented setting everyone contributed and Learned from their own experiences.

30<sup>th</sup> January 2020

This day started with invigorating and stimulating exercise for physical education system to stop all the group members enthusiastically joined the early morning session and perform the exercises under the guidance of our institute coordinator Dr Rasmirekha Sethy.



*Dr. R Sethy demonstrating Yogic activities to trainees*

This was a one hour after a short break the student teachers got ready to take part in a rally organised by the students with the help of Institute supervisors the student teachers from each group had prepared slogans beforehand. We were given placards with different messages ranging from girls education, gender equity save environment and other issues concerning the local community. After we lined up, attendance was taken and then we proceeded for rally. During the course of the rally we visited three different villages and covered almost 6 kilometers in distance while we were shouting slogans we noticed that villagers came out of their houses and took interest in what we were trying to convey. We were able to establish a healthy relationship with the villagers and deeply hope that they apply the changes that we aim to bring in their lives.

The slogans used throughout the rally are as follows.

“Rakta Dana, Jivan Dana”

“Jal Hai toh, Kal Hai”

“Aska Forti, Jiban Mati”

“Desara Badhiba sanmana, Jebe pua jhia hebe samana”

The first slogan emphasized on the importance of the blood donation and how it is a boon for the people in need. Generally people have a misconception that blood

donation has a negative effect on the body. We try to address this misconception. The second slogan addresses the issue of saving water and other related issues like drinking clean water. We created awareness through this slogan and inspired people to pledge to save water as well as drinking purified water. The main aim of third slogan was to aware people of the negative effects of drinking alcohol during the survey on the previous day we came across quite a lot of people who consumed some or the other type of drugs. It's not only affects the physical condition of the alcoholic but also affects the people around them, mainly family environment. The fourth and the last slogan address the issue of gender equity and educating the girl's child. This was the focus of the whole rally and we are happy to report that we were successful in causing a ripple in the members of the village community.



*Readiness for Rally by the trainees in the ground*

### 31<sup>st</sup> January 2020: Village Survey Experience and Reflection

Today we visited the same village Panidwar to conduct another survey on awareness among the parents regarding RTE Act 2009, and educational qualification of the different family members in the community. According to Ranjit one of the families complaining regarding the quality of education, that was being providing in the village school. According to one villager interview by Ambuj, the quantity and the type of education a child receive depends upon the mental ability of the child. For example, in

that particular family the girl child being good in studies received education from private school where as the male child being weak in studies received education from government school. Another issue we encountered was that the teachers in the school were not teaching efficiently due to too much work pressure (Ratio of students to teachers was very high) and the other workloads provided by the government. Many villagers started complaining about the standard of education and quality of teachers in the Govt. schools according to them the teachers after entering profession did not take this profession seriously so they demanded proper evaluation of the teachers.

As per Rohit Priyadarshi a few villagers by themselves giving suggestions on different ways to spread awareness about gender equity in the village. There was a difference in opinion of the school members and community members regarding corporal punishment in schools. The school members' claimed that corporal punishment was not been practiced in their school, where as the villages are of contradictory opinion. As discovered by Anushree most of the villages did not discriminate between the male and female child, in the field of education, so that both of them can be a successful in their respective lives. Prem Chand Paswan encountered a village who perceived him to be from the Aadhar Card Registration Authority. The people who were literate are able to communicate freely and openly. As experienced by Rajesh Halder some of the families were not comfortable discussing about the topic which is repeated to Sexual problems. As stated by Subhashree Banerjee, most of the families she interviewed said that their children heart to drop out of schools due to financial problems. They were forced to join their parents in their family occupation (Mainly fishing) in order to sustain their lives off despite being aware about the importance of education. The major and most prominent the major and most prominent superstition that prevailed in the village was not taking the names of their elders of their family by the daughters in laws.

School Experience: After staying two long days with a great kind of adjustment each group managed to perform every work assigned to them. Today we have participated both in community cleanliness and village survey. At 6:30 A.M. we gathered in the school ground as instructed by Mohalik sir last night. All the groups were assigned to

clean market place. We started cleaning market place by picking of the plastics thrown in the market. Under the supervision and guidance of Mohalik sir and Rasmirekha mama and Srimoyee Mam we did our work. Our work has a positive vibration on the market people. Some people came forward and helped us in cleaning market. It motivated us a lot. We came back to our place to have breakfast at 8:30 A.M.



*Cleaning Activities by Group E*

After taking the breakfast we are said to visit village at 10:00 a.m. we are assigned the Panidwar village. Out of 16 members of our group five members went to the school and rest go for the village service. As it is the day after Saraswati Puja, many students were absent in the school. The students from class I to VI had their classes in the single room. One member of our group started collecting important data from the school for the given activity number-IV (the common community resources) and others were interacted with the students. Among five members those who visited the school two of them were non-Odia and faced some difficulty in interacting with them but there Odia counterpart helps them and they also tried hard to make a interaction with them. They interact with students and taught them the different letters of alphabets and words making from that alphabet. Another Odia member of our group taught a poem to the



students. The school Headmaster and other teachers were very supportive and try to help us and also provide with important information about community resources.

According to the information given by him the village have no doctor, sportsman IAS and OAS. Most of people of the village are involved in fishing. The village has some musicians, singers those are used as community resources. In the Gram Panchayat there is a Bank, Post Office which sometime helped us as community resources. The village is a backward one, most people in the village were SC and they are not engaged in fishing work. Schools hardly have any general category students. The students are not so much competent as they do not get proper nurture from the family. We met a girl in the class. She was also nervous that she even does not know how to write even a single word. When my friends talked with her she started crying. You can imagine what sort of mental trauma this might be causing to the girl. Overall, we can say that the experience of our school visit was a different one from the other entire previous one.

2<sup>nd</sup> February 2020:- Today's day started with awareness rally that begun from the premises of our stay and went up to Rajendrapur village. During the course of the early we carried several placards with slogans written on them in Hindi, Odia and English language. Our group had verbal slogan of its own that we chanted on the way. Some of them are

Desa Paine gachha tie, Ghara Paine Jhia tie.

This slogan when translated in English means one tree for the Nation and one daughter for the home. We were successful in creating a wave as people would stop and ask about our initiative. Soon we reached at the village and our programme coordinator found a place in the heart of the village for the nukkad performance. We went door to door and encouraged people to come out and watch the Nukkad Natak. The group performing the Nukkad Natak was two in number. People especially ladies and young girls took active interest in the skit and clapped eagerly. Overall, it was a very satisfying experience. After we returned from the rally our group had mess duty. We organised ourselves into three groups. While one group served the food and another group took care of supplying food from mess and the third group sat down to eat so that the other group can eat after them. In this way no one had to wait long to eat. Apart from serving

food we broomed the open dining area, all the rooms and the passage area. We took care of the availability of tap water by switching on and off the motor. Overall the mess duty went quite well. Third important thing is that happened today was the skit performance of our group we prepared a comic or satirical skit on the practice of open defecation. Our group leader prepared the script and assigned the roles and responsibilities. We are satisfied with the outcome of skilled as we were able to deliver the message with lots of laughter. During the cultural evening a lot of guest from the nearby schools had visited and enjoyed the performance. The skit had a positive impact on the people which can be visible through their clapping. Like each previous evening today's evening was also coloured by cultural programmes. Two groups were left out for forming skit so today evening the group E and F had given the chance to perform the skit. Some of the guests were invited to the school to enjoy our cultural night. After two beautiful songs, sang by our batchment Rajesh the group given opportunity to form the skit. They have skitted the gender issue topic and was also performed well by their group members. Their skit showcases multiple issues of gender discrimination ranging from female infanticide to acid attack. Our group has given the duty to make the audience laugh after a serious issue was performed by our previous group. Our skit dealt with the issue of open defecation which was the primary concern of the Swachh Bharat Abhiyan started by the Government of India. Some state governments wire given to declare their state as open defecation it is far from reality as is evident from the various articles and survey. We wanted to showcase the reason behind the reluctance of the villagers towards the use of toilets. In a comic way we represented the big issue. The whole audience laughs continuously till our skit came to an end. The whole skit was divided into six scenes. The first and second scene talked about villagers open defecation. In the third scene showing people visited the villages and the fourth scenes speaks about building about toilets and fifth scene shows about the use of toilet and the last scene talked about the benefit of the toilets. We are happy to inform that the audience enjoyed the skit and we hope they will utilize the message communicated regarding use of toilets.



*Performed Cultural Activity by group -E*

3<sup>rd</sup> of February 2019:- This day was the last day of our community work so the day started with us visiting Sri Aurobindo Education Centre, Kalupada Ghata which was quite near to the place we were staying. It was a school that provides education to both girls and boys. The school is well maintained with furnished infrastructure and was decorated with variety of plants and flowers. It also had a place where it had tall statue of Sri Aurobindo. The school had a big place in the background which was dedicated to the production of variety of vegetables. It was our first experience related to a school having such a basic facilities specially the growing of vegetables.



*Trainees are visiting Aurobindo Integral School Flower and Kitchen Garden*

Later on after a great few and survey of the school we went back to our place. There we had a brief meet on innovative and informative interaction with the BEO, ABEO, and Headmistress of the school of Chilika. Our coordinator addressed the high dignitaries and later informed them about the activities and survey as well as our services towards the community, Thereby giving a brief idea about the role and importance of community work in our curriculum. She even added that our major objectives have been fulfilled and there were fruitful interaction with the community irrespective of students belonging to different states. Among us a student summarized the work that we have done in past 7 days, the activities, our motto of rallies and surveys which included our overall experience as well as to give a clear idea to the high dignitaries about our work. Another student further added that the about the cultural programme and the Nukkad Nattak that we performed today to provide awareness among the villagers and also the problems prevailing in the villages, lack of proper education and also about the grass- root reasons.

Latter Mr. Jitendra Kumar Nayak, BEO was asked to address us and to showcase his experience. He appreciated us and enlightened us about the education field that a teacher should be confident enough to portray his or her knowledge to the students and flexibility showed in the classroom with positivity, appreciation and best wishes. Our coordinator lastly gives an overview of our work and successful interaction. Lastly, the class representative concluded the short discussion with the vote of thanks which includes everyone from the best coordinator to the people of village the ones who made food for us and even to the whole batch for cooperating with each other and making the community work successful one.

#### **GROUP-F**

Our “Working with community” programme began with proper knowledge of what a community is i.e. a group of people living together who share something in common language, culture, history which binds them together. Our WWC programme was scheduled from 28 January 2020 to 3 February 2020. For this purpose, our batch of 95 students were divided into 6 groups, comprising of 16 students in each group except

Group F (contains 15) named after 6 different alphabets. We were placed in group F comprising of 15 students.

Adjusting and adapting to the new environment was a challenging task for all of us which demanded us to leave our comfort zones. We all had a brief idea about the life style of people living in rural areas but, this was our first opportunity to have a deeper insight about their livelihood, thought process and everyday problems faced by them.

The WWC programme for Group-F was sub-divided into different activities viz.

1. Physical Education and Training
2. Cleanliness Campaign (Swachhata Drive)
3. Rally for Social Awareness
4. School and Village Survey
5. Cultural Programme and Mess Duty

#### Physical Education and Training

Every day, in the morning at sharp 6:30 with the guidance of Rasmirekha Sethy Ma'am we all the students used to participate in this activity in the school playground. The session starts with warm-up activities instructed by Sethy Ma'am, followed by different physical activities like stretching, psycho-motor activities, jogging, yoga etc. This morning session helped us with starting the day with full energy and enthusiasm.

#### Cleanliness Campaign (Swachhata Drive)

Two days were assigned for Swachhata Drive, out of which one day we cleaned the school premises including the school playground and, on another day, we cleaned the market place of Kalupadaghata Village. On first day while cleaning the school premises and the school playground we picked all the garbages including plastics and other garbages and also cut down the bushes to improve the beauty of the school. While cleaning the marketplace of Kalupadaghata Village many villagers joined us, seeing this we all worked with a great energy.



*Cleanliness Programme by Group -F*

Rally for Social Awareness

Rally was a very important part of our WWC programme, which was intended to aware people about different social evils prevailing in the society. The main motto of rally was to create a transformation in the society and instill social values among the people. The topics we covered were Gender Equality, Population Education, Health and Hygiene, conservation of natural resources which included economic use of water, etc. We created many slogans and narrated them to make the people aware about above discussed topics.



*At the time of Mass Rally in different villages*

### School and Village Survey

We surveyed the school and village assigned to us about different topics. The topics were Health and Hygiene of the community, Gender Equality, Population education awareness, Educational survey of community, Knowledge of parents regarding RTE-2009 Act. During these surveys we had collected many important data regarding these topics. We had interacted with many villagers to collect information regarding these topics. Each and every member was very cooperative and helped each other to collect this information.

### Mess Duty and Cultural Programme

After a hectic schedule we all gather in the evening for cultural program session to relax our body and mind. We had been allotted our Mess Duty on 30<sup>th</sup> January and Cultural Program on 2<sup>nd</sup> February. Every group was assigned the mess duty on different days, so was our group under the mess duty. We had completed different tasks like (a) Arranging tables and chairs (b) Cleaning rooms and dining area (c) Serving the food to teachers, students, cook and community members etc.



*Cultural Activity and after completion of dinner by all, group F finished Dinner*

For cultural programme we performed a skit titled “Samaj-Ek Jhalak”. We tried to convey message mainly regarding four topics, they are verbal abuse towards female, female feticide, Acid Attack and Rape. We tried to show the issues and solutions regarding these topics.

To sum up, even though we encountered so many hardships, we as a group successfully completed our WWC programme. We had a very growing and enriching experience. It has significantly improved our knowledge of the community and its people, and their lifestyle. It was a wholesome experience as we developed both curricular and co-curricular skills.

#### **VALEDICTORY FUNCTION AT VENUE**

Dr. Rasmirekha Sethy, Coordinator of the programme gave the welcome address and highlighted the activities undertaken by the trainees for different villages as well as for the school surveys. She said that the objectives of the programme have been fulfilled successfully by the trainees. This programme has been conducted as it is there in the B.Ed Curriculum she stated. She also explained the contribution of the trainees towards the society as well schools. She brought into the notice of Mr. Jitendra Kumar Nayak, BEO, Chilika that though the trainees are from different states such as Odisha, West Bengal, Jharkhand, Bihar, Assam, Manipur, Sikkim, Arunchal Pradesh and Andaman Nichober Island etc. She gave the overview of the work of the trainees and showed her happiness towards their good interaction with the community people, the teachers and students of different schools.

Mr. Jitendra Kumar Nayak encouraged the trainees on their wonderful work contributed in Dasarathi Cluster. He explained the quality involved in the work and these kinds of hands on experience will be helpful for the trainees in their future after entering into the teaching profession though they have done the work for the community as a whole. The trainees might have developed the positive attitude for any kind of work after entrusted into this pious work. He said that the schools are benefitted by the contribution of the trainees so he appreciated a lot them. The community people got awareness on different issues arises in the village during present context. He showcased his experience in front of all. He enlightened to the trainees about the education field that a teacher should be confident enough to portray his or her knowledge to the students. He emphasized on the role of teacher's flexibility showed in the classroom with positivity, appreciation and best wishes to students.



Lastly, the class representative concluded the short discussion with the vote of thanks which includes everyone from the best coordinator to the people of village the ones who made food for us and even to the whole batch for cooperating with each other and making the community work successful one.



*Different Group Leaders are briefing of their work done/contributed for village*



*Mr. Jitendra Nayak, BEO is addressing in the presence of, Mr. Kanduri Charan Pradhan, ABEO Chilika, Mr. Biswabhusan Das, CRCC of Chandeswar Cluster and Mr. Bansidhar Behera, CRCC, Dasarathi Cluster, HM, Basanti Jena, Prof. Ramakanta Mohalik and Coordinator Dr. Rasmirekha Sethy*

## **SHARING EXPERIENCES, REFLECTIONS AND EVALUATIONS**

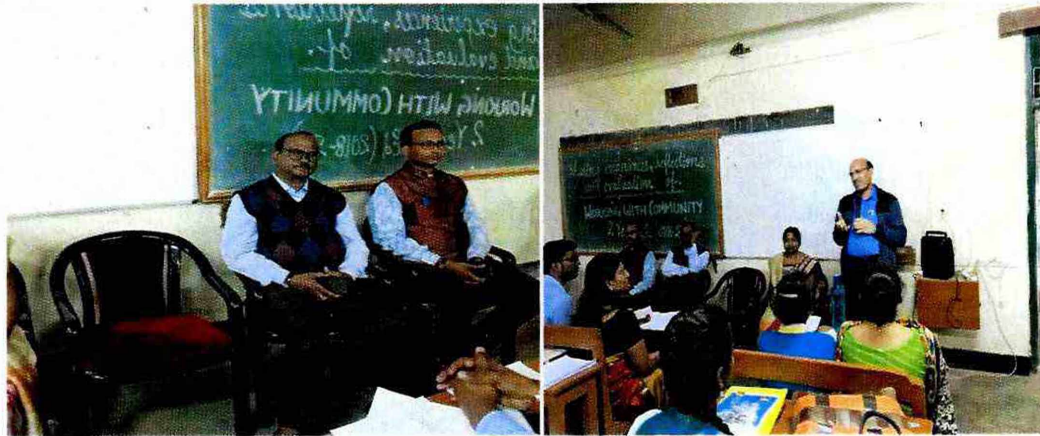
Every programme needs to be evaluated for judging its quality as it helps to bring modification in future. This programme was also evaluated by taking views of faculty, community members, teachers as well as trainees. A detail questionnaire was distributed among the trainees covering all the aspect of WWC to know get their feedback (Feedback form is attached in Appendix-D). The feedback about the programme was taken from the all faculty involved by organizing a Focus Group Discussion which revealed that FWC is useful for developing a effective teacher who can work in different setting. The feedback form indicates that majority of student teachers like WWC as it is very much helpful for them to know factors in community that influence education, school and classroom practices. It also revealed that positive change in attitude of trainees towards rural community, rural school and rural students. The trainees reported that they can successfully work in rural schools as WWC programme oriented them for this. The Programme coordinator and the faculty members involved in the programme also interacted with community members, teachers of local school about WWC programme and its usefulness for them. The community members express that this programme opens their eyes on different social and educational issues and concerns. The awareness programme on health and hygiene for students, grown up girls through art forms was appreciated by community members and school authority. The important thing is that when the students were doing the cleaning work, the villagers were inspired to join with students for doing the work by observing their cleaning work.



*During Post Conference for sharing experience, reflection and evaluation.*

The post conference for was held at Old Auditorium of the Institute on 05.02.20 at 10.00AM. The programme was presided by Prof. P.C. Agarwal, Principal in presence

of Prof. Anoop Kumar, Dean of Instructions, Prof. B. N. Panda, Dean of Research, Prof. S. K. Dash, Head, DEE, Prof. R. Mohalik and Dr R. Sethy.



Principal is addressing in the Post conference programme



The purpose was to analyze in detail about different issue and problems of WWC held at Dasarathi Govt. High School, Kalupada Ghata that it can help us for better programme in future. The programme started with welcome and brief report of WWC by Dr R. Sethy, Coordinator. All the group leaders are also invited to speak about the good and bad experience in WWC programme especially share best learning experience out of this programme. All the group leaders express their happiness about the successful organization of the programme and opportunities given by Regional Institute of Education, Bhubaneswar. They say it is privilege for them to be part of such practical and valuable programme that created awareness among them regarding different aspects

of school education. They got to know how to live in a community. Prof. P. C. Agarwal, Principal has congratulated all the student teachers and faculty for successful completion of the WWC programme. He advised the student teachers to use this learning experience when you will be real teacher in rural area. He also said no institute in India that provides such a practical exposure to student teacher regarding community and its factors that influence education. He also appreciated to the leader of one group for statement i. e they experienced how to live in an adverse situation and they will implement in their whole life. Prof. Kumar, Dean of Instructions also spoke about his experience on WWC programme. He said this is really good opportunities for trainees to be acquainted about school, community and its relationship for better education. Prof. Panda narrated how in the past WWC programme was organized with rigor and discipline way in different places. Really organizing this WWC at outside is very herculean task said by him. He appreciated the coordinator as well as the faculty members those who accompanied for this programme. The programme ends with vote of thanks by Dr R. Mohalik, who thanked all the colleques, Principal, AO, ACO, Coordinator and student teachers for successful completion of the programme.

Appendix-A

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR – 751022  
Field Work with Community Programme of Two Year B.Ed. IV Semester  
From 28th January to 3<sup>rd</sup> February 2020, Dasarathi Govt. High School,  
Kalupada Ghata, Chilika

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**Activity - 1: Gender Equality and Population Education Awareness**

Name of the Village : \_\_\_\_\_

**General Information**

1. Name of the interviewee : \_\_\_\_\_
2. Qualification: \_\_\_\_\_
3. Age: \_\_\_\_\_
4. Gender: \_\_\_\_\_
5. Profession / Occupation : \_\_\_\_\_
6. Monthly Income : \_\_\_\_\_
7. Number of Children :    Boy \_\_\_\_\_ Girl \_\_\_\_\_

**Specific Information**

- |  |     |    |
|--|-----|----|
| 1. Do you feel happy being man/women?                        | Yes | No |
| 2. Do you enjoy the same status of your counterpart does?    | Yes | No |
| 3. Do you think that men are superior to women?              | Yes | No |
| 4. Can a woman do what a man can do?                         | Yes | No |
| 5. Do you agree that, women are destined to be only at home? | Yes | No |
| 6. Do you think that boys are more useful than girls?        | Yes | No |

7. Female members have no other choice but to depend on male members of the family. Do you believe in it? Yes No
8. Should a couple be unhappy, if they do not have a male child? Yes No
9. Should boys be given a lion's share of food to eat in comparison to girls? Yes No
10. Is it wrong to look down upon those couples who do not have a male child? Yes No
11. Do you think girls should be given equal freedom of movement like boys? Yes No
12. Should the parents educate their male children only? Yes No
13. Is it the duty of parents to restrict their female child from mixing with friends of opposite sex? Yes No
14. Do you think that an adult girl should be given freedom to decide her life partner? Yes No
15. A nation that has high female literacy rate is, no doubt, an advanced country. Do you agree? Yes No
16. Do you think that husband and wife have equal responsibilities in managing their family? Yes No
17. Do you think it is an obligation on the part of husband to help his wife in household work if she really needs? Yes No
18. Is it not right of a lady to suggest to her husband while taking an important decision? Yes No

19. Should we feel ashamed to speak to others about your sexual problems? Yes No
20. Do you think that girls should be married soon after they attain puberty? Yes No
21. Do you think children are God's gift? Yes No
22. Do you think early marriage has bearing on over population? Yes No
23. Do you think pregnancy at early age affect the health of the mother? Yes No
24. Will you prefer to have abortion, if you would now that you (your wife) are going to give birth to a female child? Yes No
25. Do you think that the family planning measures should be restricted to ladies only? Yes No

Date:

Signature of the Institute Supervisor

Name & Signature of the Trainee

Roll No.



REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR – 751022

Field Work with Community Programme of Two Year B.Ed. IV Semester

From 28<sup>th</sup> January to 3<sup>rd</sup> February 2020, Dasarathi Govt. High School,

Kalupada Ghata, Chilika

Activity - 2 : Health and Hygiene of the Community

Name of the Village: \_\_\_\_\_

**General Information**

8. Name of the interviewee : \_\_\_\_\_
9. Qualification: \_\_\_\_\_
10. Age: \_\_\_\_\_
11. Gender: \_\_\_\_\_
12. Profession / Occupation : \_\_\_\_\_
13. Approximate Monthly Income: \_\_\_\_\_
14. Number of family members: \_\_\_\_\_

**Information of Food Habits**

1. Items for breakfast (if taking) : \_\_\_\_\_
2. Number of times taking the principal meal : \_\_\_\_\_
3. Items of lunch : \_\_\_\_\_
4. Items of dinner : \_\_\_\_\_
5. Vegetarian or non-vegetarian : \_\_\_\_\_
6. If vegetarian, items for vegetarian meal : \_\_\_\_\_
7. If non-vegetarian, items for non-vegetarian meal : \_\_\_\_\_
8. How many times non-vegetarian meal in a : \_\_\_\_\_

week?

9. Do all members of the family take milk every day? : Yes / No
10. Do all members of the family take fruits regularly? : Yes / No
11. Mention the fruits you take normally : \_\_\_\_\_

**Information of Food Habits**

1. Do you have toilet at your home? : Yes / No
2. (If yes) do you still like to go to open field / space for toilet purpose? : Yes / No
3. Do you wash your hand before taking food? : Yes / No
4. Do you take bath every day? : Yes / No
5. Do you put on washed clothes every day? : Yes / No
6. How do you control mosquitoes in your house? : \_\_\_\_\_
7. What do you use for brushing the teeth? : \_\_\_\_\_
8. Do you have drainage system to your house? : Yes / No
9. If yes, do you clean the drains regularly? : Yes / No
10. Do you broom your house every day? : Yes / No
11. How often do you clean your house? : \_\_\_\_\_
12. Do you use separate plates / thalis for taking meals for all members of the family? : Yes / No
13. Any leprosy patients in your locality? : Yes / No

**Environment**

1. How do you dispose your drain water? : \_\_\_\_\_
2. Are the public places (like temple / church / mosque, market, road, pond) in your locality cleaned? : Yes/No
3. How do you clean your utensils? : \_\_\_\_\_
4. How is the cow dung waste disposed? : \_\_\_\_\_
5. What is the source of water for your drinking? : \_\_\_\_\_
6. How do you purify your drinking water? : \_\_\_\_\_
7. What are their contagious diseases that the people suffer from in your locality? : \_\_\_\_\_

**Use of intoxicants**

1. Is anyone in your house uses Pan / cigarette / gutka? : \_\_\_\_\_
2. Is anybody in your home use intoxicants? : Yes/No  
(Intoxicants are like opium, alcohol, ganja etc.)
3. If yes, who uses and what type of intoxicants : \_\_\_\_\_
4. How many times in a day he/she uses intoxicants? : \_\_\_\_\_
5. What steps have been taken to stop it? : \_\_\_\_\_

Date:

Signature of the Institute Supervisor

Name & Signature of the Trainee

Roll No.

Field Work with Community Programme of Two Year B.Ed. IV Semester

From 28<sup>th</sup> January to 3<sup>rd</sup> February 2020, Dasarathi Govt. High School,

Kalupada Ghata, Chilika

Activity - 3 : Survey of Primary Education in Rural Odisha

1. Name and address of the Pre-Primary / Primary : \_\_\_\_\_  
School/ Upper Primary
2. Total area of the school : \_\_\_\_\_
3. Name of the Headmaster / Headmistress and : \_\_\_\_\_  
his/her qualification and experiences (in years)
4. Name of teachers working in the school : \_\_\_\_\_  
Regular : \_\_\_\_\_ Siksha Sahayak : \_\_\_\_\_  
Male : \_\_\_\_\_ Female : \_\_\_\_\_
5. Number of vacancies (teaching posts in the : \_\_\_\_\_  
school)
6. No. of teachers stay – in the village : \_\_\_\_\_  
- nearby village : \_\_\_\_\_  
- in the school campus : \_\_\_\_\_
7. Type of School : Govt. / Private

8. Attendance of children in the school on the day of visit

	Boys				Girls				Grand Total Boys and Girls			
	Gen	SC	ST	Total	Gen	SC	ST	Total	Gen	SC	ST	Total
Pre-Primary												

Class-I  
Class-II  
Class-III  
Class-IV  
Class-V  
Class-VI  
Class-VII  
Class-VIII  
Class-IX  
Class-X

9. Class-wise strength of children (only on the first working day of the month)

Month→	Total
Pre-Primary	
Class-I	
Class-II	
Class-III	
Class-IV	
Class-V	
Class-VI	
Class-VII	
Class-VIII	
Class-IX	
Class-X	

10. Number of learners going to private schools (Like Saraswati Sishu Mandir etc.), though Govt. School is available in the Village for primary education :

---

11. If going, give possible reasons : \_\_\_\_\_

12. Approximate number of such learners in the village going to other village schools :  
\_\_\_\_\_

13. Give three reasons (order of preference)

For temporary absence of children : \_\_\_\_\_

From the school

i. Reasons given by the teachers : \_\_\_\_\_

ii. Reasons given by the students : \_\_\_\_\_

14. Infrastructural facilities available in the school

i)	Number of classrooms and their adequacy	adequate / inadequate
ii)	Blackboards	adequate / inadequate
iii)	Maps	adequate / inadequate
iv)	Duster, chalks	adequate / inadequate
v)	Other teaching learning material	adequate / inadequate
vi)	Furniture	adequate / inadequate
vii)	Nature of school building	Thatched / RC roof / Tile/ Any Other
viii)	Drinking water facilities	available / not available
ix)	Safe drinking water	available / not available
x)	Garden in the school	available / not available
xi)	Playground	available / not available
xii)	Toilet facilities	available / not available
xiii)	Are they fit to use	Yes / No

- xiv) Separate toilets for boys and girls available / not available
- xv) Headmaster's office available / not available
- xvi) Teachers' common room available / not available
- xvii) Wall magazine boards available / not available
- xviii) School boundary wall Yes / No

15. Socio-economic status of students Poor / Average

16. Percentage of, Academic Poor students \_\_\_\_\_

Average students \_\_\_\_\_

Above average students \_\_\_\_\_

17. Achievement of students in last three sessions

Class	2016-17		2017-18		2018-19	
	Pass	Fail	Pass	Fail	Pass	Fail

Pre-Primary

I

II

III

IV

V

VI

VII

VIII

IX

X

- Number of Scholarships awarded \_\_\_\_\_
- Number of Children admitted in next level of schooling (Class-VI) \_\_\_\_\_
- Percentage of dropouts at the end of primary schooling \_\_\_\_\_

18. Approximate number of ex-students of the school during the last three years who have completed class- X \_\_\_\_\_

19. Profession of ex-students during last three years (put a tick)

Doctor

Engineer

Lecturer

Lawyer

Business man

Cultivator

School teacher

Self employment

Any other \_\_\_\_\_

20. Status of committees / Associations in the school

Village Education Committee (VEC)

Yes / No

Parent / Teacher Association (PTA)

Yes / No

Mother Teacher Association (MTA)

Yes / No

Any other (Name)

21. Do the VEC/PTA/MTA members attend meeting of the body regularly? Yes / No

22. If yes, how often \_\_\_\_\_

23. Issues discussed in the meeting \_\_\_\_\_

24. In which way the meeting is helpful to the school? \_\_\_\_\_

25. Do the inspecting officers visit the school? Yes / No

26. If yes, how often \_\_\_\_\_



27. Does the school get any benefit from inspection?

Teacher's opinion \_\_\_\_\_

Headmaster's opinion \_\_\_\_\_

28. Any other observations by the Trainee \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date :

Signature of the Institute Supervisor

Name & Signature of the Trainee

Roll No.

**REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR – 751022**

**Field Work with Community Programme of Two Year B.Ed. IV Semester**

**From 28<sup>th</sup> January to 3<sup>rd</sup> February 2020, Dasarathi Govt. High School,**

**Kalupada Ghata, Chilika**

**Activity - 4 : Survey of Community Resources for School Education**

**General Information :**

Name : \_\_\_\_\_

Sex : Male/Female

Educational Qualification \_\_\_\_\_

Present Occupation : \_\_\_\_\_

Name of the Village : \_\_\_\_\_

**Specification Information** (Tick mark on Yes/No as per requirement)

SL No.	Items (Human Resources)	Yes/No	Used by School Yes/No
1	Doctor		
2	Engineer		
3	Sport Person		
4	Singer / Musician		
5	Dancer /Dramatist		
6	College / University Teacher		
7	High School Teacher		
8	Civil Servant (OAS/IAS)		
9	Army Officers		
10	Politician		
11	Any other		
	Non-Human Resources		
12	Garden		
13	Field		

- 14 Art Gallery
- 15 Bank
- 16 Post Office
- 17 River side
- 18 Historical Place
- 19 Dam
- 20 Police Post
- 21 Temple
- 22 Club
- 23 Dispensary
- 24 High School
- 25 College
- 26 NGO
- 27 Any local body. Village committee

Date :

Signature of the Institute Supervisor

Name & Signature of the Trainee

Roll No.

**REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR – 751022**

**Field Work with Community Programme of Two Year B.Ed. IV Semester**

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**Kalupada Ghata, Chilika**

**Activity - 5 : Educational Survey of Community**

General Information :

Name : \_\_\_\_\_

Sex : Male/Female

Educational Qualification \_\_\_\_\_

Present Occupation : \_\_\_\_\_

Name of the Village : \_\_\_\_\_

House No. \_\_\_\_\_

Specific Information

1. Details of Family

SL No.	No. of Male	No. of Female	No. of Male Child	No. of Female Child	Total Family
--------	-------------	---------------	-------------------	---------------------	--------------

2. Whether it is joint family / Nuclear family?

3. Education of Adult members (above 18 years)

SL No.	Name	M/F	Age	Qualification	Job
--------	------	-----	-----	---------------	-----

1.

2.

3.

4.

5.

6.

7.

8.

9.

4. Education of Children and Adolescence members (below 18 years)

SL No.	Name	M/F	Age	Class	Name of School	If drop out, Find reason
--------	------	-----	-----	-------	----------------	--------------------------

1.

2.

3.

4.

5.

6.

5. If some of adult family members are illiterate. Find out reason for illiteracy and provision for adult education in the village.

Date :

Signature of the Institute Supervisor

Name & Signature of the Trainee

Roll No.

**REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR – 751022**

**Field Work with Community Programme of Two Year B.Ed. IV Semester**

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**Kalupada Ghata, Chilika**

**Activity - 6 : Interview Schedule for Parents regarding RTE Act 2009**

**Personal Information :**

Name : \_\_\_\_\_, Sex : Male /

Female

Category : SC/ST/OBC/GEN , Educational Qualification

\_\_\_\_\_

Residential Address :

\_\_\_\_\_

**Specific Information:**

1. Are you aware about Right of Children to Free and Compulsory Education Act RTE Act 2009. Yes / No

If yes, name the source : Newspaper / Television / School / Panchayat / Education Department / Any other source

\_\_\_\_\_

2. Tell us something about RTE Act.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Whether your child has received any pre-school education? Yes / No  
If yes, where? Balwadi / Anganwadi / Any other :

\_\_\_\_\_

4. Are you satisfied with the performance of teachers of your child / children? Yes / No  
Give reasons as per your response

\_\_\_\_\_  
\_\_\_\_\_

5. Whether your child has gone through any of the procedures / admission test for admission to Class I after April 1, 2010?

\_\_\_\_\_  
\_\_\_\_\_

6. Whether you were asked for any kind of payment or donation or contribution to the school for the admission? Yes / No

\_\_\_\_\_  
\_\_\_\_\_

7. Whether your child belongs to any of the following categories :

(a) Children with special needs Yes/No

(b) Out of school child Yes/No

(c) Disadvantaged (SCs/STs) Yes/No

If yes,

(i) What are special provisions or facilities provided to your child in the school?

\_\_\_\_\_  
\_\_\_\_\_

(ii) What kind of special training is provided to your child in school?

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8. Whether your child has ever reported of discriminatory practice in the schools?

Yes/No

If yes, give details of the practice.

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---

9. Have you complained about this to the school or any other authority? Yes/No

10. What action was taken by school / any other authority?

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11. Whether the child has ever reported any kind of physical punishment or mental harassment faced in the school? Yes / No

If yes, give details

---

---

12. Are you invited for meeting by school authority? Yes / No



If yes, give details of frequency and output.

---

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13. Are you informed about your child's cumulative progress by the teacher / school?  
Yes / No. If yes, give details of procedure of information.

---

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14. Is Mid-Day Meal provided regularly to your child in school? Yes/No

If yes, are you satisfied with the quantity? Yes / No

Are you satisfied with the quality of Mid-Day Meal? Yes / No

Give reasons for your response.

---

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15. What are your expectations from the school?

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16. Give your views, suggestions and concerns related to RTE Act.

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Date:

Signature of the Institute Supervisor

Name & Signature of the Trainee

Roll No:

**REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR – 751022**  
**Field Work with Community Programme of Two Year B.Ed. IV Semester**  
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**SES-6 : Scheme of Evaluation**

*Part – A (To be used by the Pupil Teacher)*

1. Name of the Pupil Teacher :
2. Roll No.
3. Stream : Arts / Science
4. Name of the Activity(s)
5. Dates of Involvement :
6. Name of Supervisor(s) involved in activities

Signature of the Pupil Teacher

*Part – B (To be used by the Supervisor)*

1. Organization of the activities
    - i) Awareness, importance and objective of the activities:
    - ii) Exhibiting interest and enthusiasm with the work :
    - iii) Punctuality in attending to work:
    - iv) Participatory zeal with community :
    - v) Quality of leadership/fellowship:
  2. Outcome of the activities :
  3. Analysis and reporting :
- Overall Grade : (On five point scale : A, B, C, D &E)

Date :

Signature of the Supervisor(s)

## Appendix-B

### Grouping of Trainees

#### Group – A

1	Abhipsa Sahoo – GL	9	Priyanka Kumari
2	Aishwarya Rath	10	Puja Kumari
3	Bijaylaxmi Behera	11	Abhishek Kumar
4	Basanti Behera	12	Eliza Khatun
5	Aditya Majee	13	Manish Bharadwaj
6	Abhishek Panda	14	Abhishek P. Gohil
7	Soumyabrata Mohapatra	15	Kumari Deepika
8	Rasida Bano	16	Parvati Kumari

#### Group – B

1	Aarsee Sahoo	9	Dimple Kumari
2	Lipika Moharana	10	Pritam Bhoumik
3	Sudipta Priyadarshinee	11	Ankita Chatterjee
4	Sharmili Kunar	12	Jyoti
8	Sharat Charana Gardia	13	Shilpa Malla
6	Krutinath Gochhayat (GL)	14	Dipti Ganesh
7	Santosh Behera	15	Akshay Kumar
8	Nidhi Kerketta	16	Jaysingh

#### Group – C

1	Susmita Samal (GL)	9	Rina Kumari
2	Swetalina Das	10	Riya Das
3	Divya Mahananda	11	Sangil
4	Tapaswini Nayak	12	Sujit Kumar
8	Subrat Kumar Kar	13	Navneet Kumar
6	Maheswar Pradhan	14	Sabita Sinha
7	Jyotirmay Khatua	15	Puja Ferwani
8	Sonia Das	16	Shivanand Kumar

#### Group – D

1	Anita Rath (GL)	9	Anamika Mishra
2	Smitarani Sahoo	10	Rituparna Roy
3	Indira Patra	11	Arpita Hansda
4	Monalisha Pradhan	12	Shashank Shaha
8	Ajit Pradhan	13	Promita Bhattacharya
6	Arnab Beura	14	Lokesh Kumar
7	Lalu Nial	15	Amit Mahto
8	Anil Kumar Das	16	Santosh Kumar

#### Group – E

- 1 Subhashree Behera
- 2 Priyadarshinee Mallick
- 3 Mandodari Pradhan
- 4 Gargi Rout
- 8 Ranjit Mahalik
- 6 Rajat Satpathy (GL)
- 7 Ambuj Patel
- 8 Rajnee Kumari

**Group – F**

- 1 Jayashree Behera
- 2 Priyanka Behera
- 3 Bhaktilata behera
- 4 Shipra Ray
- 8 Mukesh Kumar Bhoi
- 6 Tarini Prasad Dash
- 7 S. Subhadarshan Jena (GL)
- 8 Isha Bairagi

- 9 Subhashree Banerjee
- 10 Smarika kumara
- 11 Sanam
- 12 Rohit Kumar
- 13 Rajesh Haldhar
- 14 Premchand Paswan
- 15 Anushree
- 16 Moumita Samanta

- 9 Manisha Kumari
- 10 Soumya Anand
- 11 Anirban Basak
- 12 Prashant Kumar
- 13 Kishan Kumar
- 14 Deepak Kumar
- 15 Navneet Sinha

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR – 751022

Field Work with Community Programme of Two Year B.Ed. IV Semester

From 28<sup>th</sup> January to 3<sup>rd</sup> February 2020, Dasarathi Govt. High School,  
Kalupada Ghata, Chilika

Feedback Form for Student Teachers on Field Work with Community Programme

**Background Information**

Name of the respondent : \_\_\_\_\_

State to which belong : \_\_\_\_\_

Locality of your home: Urban/Semi-Urban/Rural : \_\_\_\_\_

Your opinion please.

1. If you get a chance to have and work in a rural community for some time do you like to avail it?                      Yes / No

If Yes, why? Please give a (tick) mark against the statement.

I like the rural environment because of

- A calm and quite atmosphere
- Availability of less polluted air
- Better fellow feeling
- Possibility of working together
- Better scope to work in rural area
- More compatibility of rural people as compared to urban
- Appreciation for the work done for rural people
- Getting self-satisfaction for doing work for the needy people
- Any other

If 'No' Why? (Please give (tick) mark against the statement.

I do not like rural environment because –

- There is less cope for the availability of essential commodities easily
- People are less educated / illiterate
- There is less cope for exposure to outside world
- Less scope for earning from various sources
- There is no scope for earning from various sources
- There is no scope for availing various facilities like cinema, market etc.
- I do not like agricultural environment so much around me
- There is lack of proper health and sanitation facilities
- Any other

A) \_\_\_\_\_

B) \_\_\_\_\_

C) \_\_\_\_\_

Suppose you get a scope to live in a rural camp for a short period and work together to bridge the gap between the school and community, will you

- Feel difficulty in adjusting with least facility lodging and boarding?
- Enjoy the group living even if there is some difficulty?
- Take interest in conducting on educational survey to assess the level of education of the people of the community?
- Take interest in the socio-economic status of the people of the community?
- Like to conduct survey on health and hygiene services of the locality?
- Identify physically handicapped people and guide for their benefit?
- Take interest to organize a voluntary blood donation camps at the end of the community camp?
- Take interest to donate blood for the cause of humanity?

- Take interest to organize and join community safai (cleaning) work during the camp?
- Take interest to organize and join village sanitation campaign during the camp?
- Take interest to conduct health check up programme for the school children?
- Take interest to join community plantation work?
- Be able to plan and join evening at cultural programme to be performed for community people during the camp?
- Take interest to organize different co-curricular competitions among the school children during your stay in the camp?
- Take interest to prepare a report on social customs, traditions and superstitions of the people of the community?
- Take interest to organize safe drinking water AIDS awareness, road safety, and literacy campaign in the community?
- Take interest to organize programmes on the economic use of water, electricity in the locality?
- Take interest to conduct a survey in relation to food habits and way of life of the people of the community?
- Take interest to conduct drawing, painting activities for school children?
- Take interest for organizing community lingers?
- Take interest in finding out the problems of enrolment, retention of cleanliness in primary schools of the community?

Date :

Signature of the Respondent

## Appendix-D

### Team Members

1. Dr. Rasmirekha Sethy, Associate Professor & Coordinator, Dept. of Education, Regional Institute of Education, Bhubaneswar.
2. Prof. Ramakanta Mohalik, Dept. of Education, Regional Institute of Education, Bhubaneswar.
3. Ms. Srimoyee Poddar, Assistant Professor (Contractual), Dept. of Education, Regional Institute of Education, Bhubaneswar.
4. Mr. Amlesh Kumar, Assistant Professor (Contractual), Dept. of Education, Regional Institute of Education, Bhubaneswar.



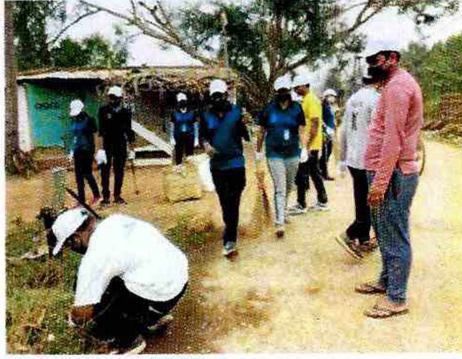
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