

# **FIELD WORK WITH COMMUNITY**

**B.Sc.B.Ed. (8<sup>th</sup> Semester) – 2019-20**

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
NCERT

## ***Coordinators***

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## Preface

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

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

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

**Prof. Animesh K. Mohapatra**  
**Coordinator**

## Acknowledgement

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

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

I am deeply grateful to **Prof. Anup Kumar**, Dean of Instruction, **Prof. B. N. Panda**, Dean of Research, **Prof. S. K. Das**, Head, Department of extension Education and **Prof. I. P. Gowramma**, Head, Department of Education for their timely supports in making this academic endeavour a great success.

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

I would like to express my sincere thanks to **Mrs. Usha Kapoor**, Administrative officer, **Mr. Jitendra Kshetry**, Account Officer, **Mr. Sukumar Tripathy**, Senior Accountant and other members of Account section for their excellent cooperation.

My completion of this programme could not have been accomplished without the support of **Mr. Pradeep Rai**, Section Officer, **Mr. Manoj Behera**, APC, **Mr. Chittaranjan Mohapatra**, Lab Asst cum Store Officer and **Mr. Saroj Jena**, LDC, DESM Office. I thank them all from the core of my heart.

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

**Thank you all**

**Prof. Animesh K. Mohapatra**  
**Coordinator**

**Prof. Prakash Chandra Agarwal**, Principal, RIE, Bhubaneswar felicitated the US team who visited Badakul village and witnessed the street plays performed by the trainee teachers on public awareness during Field Work with Community. They were highly impressed and congratulated the trainees for their wonderful involvement.



## **Introduction**

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

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

### **Community-Based Learning**

Community-based learning provides unique opportunities for students to link theory with practice and to situate learning in meaningful contexts. By considering real world issues from multidisciplinary perspectives, preservice professionals learn skills that may encourage inter-professional work with families, community members, and human services professionals (e.g., counselors, law enforcement, child welfare, nonprofit agency representatives) throughout their careers. Community-based learning is grounded in educational and psychological research and is used as a pedagogical tool by teachers. It comprises many forms including “field trips, observational projects, service learning projects [and] community-based internships”. “Intelligence and expertise are built out of interaction with environment, not in isolation from it”. Additionally,

“effective learning engages both head and hand and requires both knowing and doing . . . [and] decontextualized learning fails to enable students to examine the ideas they bring to the learning situation, to learn from their errors, or to look for patterns”. For teachers, understanding students’ lives outside of school can provide insights about ways to help students connect with the academic material covered in their classrooms. Knowing where students “come from” may also strengthen the bond between teacher and student and thus enhance learning. Relatively few pre-professional programs provide intentional opportunities for future teachers to situate learning within communities and to learn about the role communities and human services professionals play in the work of teachers and schools.

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

## **Needs and Justification**

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

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.

## **Specific Objectives**

- To study the Social, economical, cultural and educational pattern/status of the village
- To provide input to students, teachers, parents/villagers for the over-all development of the educational status of the village
- Provide community experience to the student-teachers of RIE
- To provide counseling to the students/youths
- To launch awareness campaign on literacy, gender equity, RTE, child rights, AIDS, superstition, dogmas, etc.

## **Methodology**

- A village was identified for the purpose. The coordinators and faculties visited the village for getting overall picture of the village.
- Questionnaires were developed to study the attitude of student teachers towards working with community.
- Orientation of student teachers about working with community.

- The student-teachers of the institute stayed in the village for eight days and carried-out different activities. They were engaged in activities like conducting educational survey of the village (Educational, economical, cultural, etc., case-study of the families, awareness programmes on literacy, sanitation, AIDS through organizing cultural programmes, etc., ‘Shram Daan’, and promoting ‘Swachha Bharat campaign’, etc.
- Tools were developed for the collection of data from village people about activities undertaken by the student teachers.

Questionnaires were developed by the faculty members of the Institute for survey:

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



## Daily Programme Schedule



6 AM to 6.30 AM  
Physical exercise



7 AM to 8 AM  
Breakfast



8 AM to 10 AM  
Prabhat pheri and  
swachata abhiyan



10 AM  
Tea break



11 AM to 12.30 PM  
Survey



1PM to 2 PM  
Lunch break



3 PM to 5.30 PM  
Awareness Programmes



6 PM  
Snacks



7 PM to 8.30 PM –  
Compilation of activities

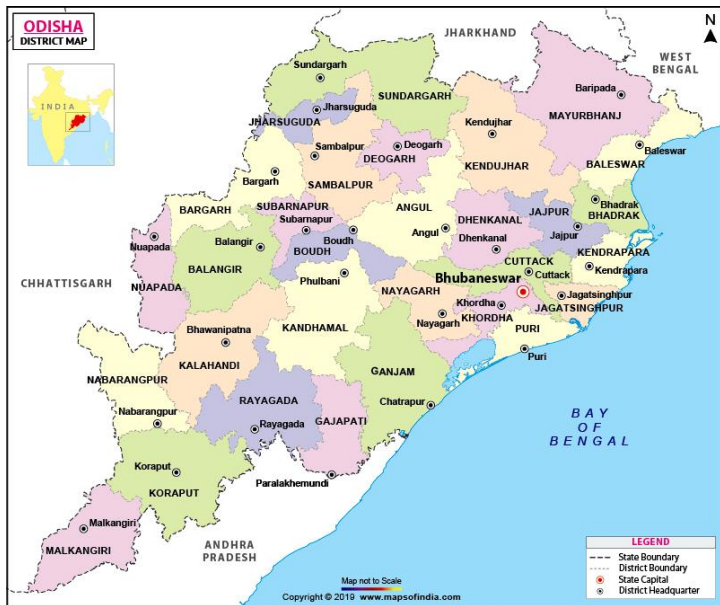


9 PM Dinner

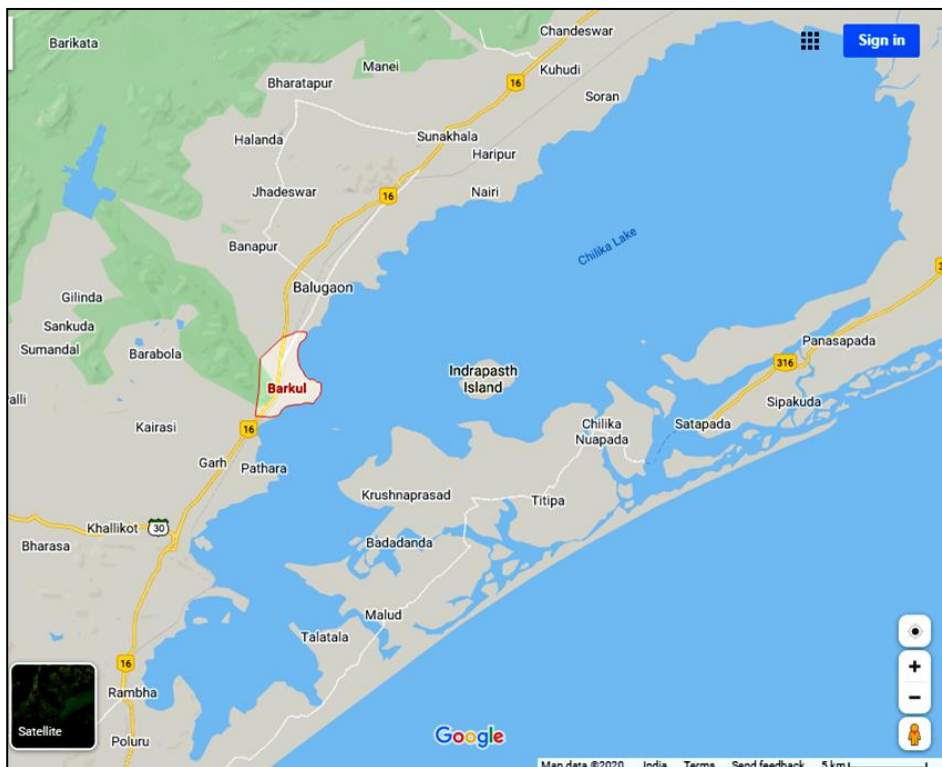


10.30 PM Good night

# BADAKUL, CHILIKA BLOCK, KHORDHA



Khordha district of Odisha has 6 blocks: Khordha, Begunia, Bolagarh, Banapur, Tangi and Chilika. Under Chilika block there are 17 panchayats and 138 villages. One of the villages is Badakul which was identified for 8 day Working with Community programme for 7<sup>th</sup> semester B.Sc.B.Ed. trainee teachers of Regional Institute of Education, Bhubaneswar.



Queen of natural beauty, Chilika, the largest brackish water lake in Asia covering an area of over 1,100 sq. km is a great attraction for the tourists for fishing, bird watching and boating. In winter Chilika aflutter with thousands of indigenous and migratory birds of

many varieties from far and near even from the distant Siberia.

Regional Institute of Education, Bhubaneswar has adopted the Chilika block for quality of school education. In this block there are 110 schools which have been grouped into 11 clusters. The

faculty members are assigned different block to which they visit regularly to observe teaching strategies and provide useful interventions for quality improvement.

One of the schools, the Chilika Government High school, Badakul was selected for accommodation of B.Sc.B.Ed. trainee teachers and escort faculty members. This school was established in the year 1979. It is a coeducation school having 6<sup>th</sup> to 10<sup>th</sup> classes with strength of about 700. It has three blocks with good laboratory facility, wash rooms for both boys and girls and having a big play ground at the centre. The school timing is 10 am to 4 pm. The school provided stay facility for teacher trainees and accompanying faculty members. The food was arranged in the school by Mr. Ganeswar Swain, CRCC, Badakul.



Chilika Government High School, Badakul



# PRABHAT

# PHERI

## **A. PRABHAT PHERI AND SLOGANS**

On the first day of the programme, at 7.30 am all trainee teachers along with escort teachers and Mr. Ganeswar Swain, CRCC, Badakul assembled in the school ground. One trainee teacher was dressed like Mahatma Gandhi. All went around village with placards and chanted slogans. From next day onwards at 8am in the morning all the trainee teachers use to assemble in the school ground in groups. Group leaders lead their respective groups to different specified areas of Barkul village (different "SAHI" namely Paikray Sahi, Kandara Sahi, Nayak Sahi, Satya Nagar, Keuta Sahi) with placards and banners on different themes. All the trainee teachers accompanied by their mentors used to say the slogans in odia so that village people could easily understand. All the students had uniformity in the appearance wearing black T-shirt and tracks and white caps provided by the Institute.

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

### **Slogans**

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

- 1) Swachh Bharat
- 2) Women Empowerment and gender equality
- 3) Drug Abuse
- 4) Health and Hygiene
- 5) Early marriage and family planning
- 6) RTE 2009 ,
- 7) child labour ,inclusive education
- 8) Pollution and sustainable development

On the very first day the theme was "Swachh Bharat Abhiyan" in which one student Naveen Kumar was dressed up as Gandhiji to attract the crowd and create awareness about Swachh Bharat Abhiyan .Slogans were like

**"Sango Sathi Sabo Ekathi Heba, Swachh Bharat Ame Gadhiba "**

**And Raghu pati Raghav Raja Ram was sung by us.**

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





SWACHATA

ABHIYAN

## B. SWACHATA ABHIYAN

The trainees were earlier divided into ten groups. Each group has a group leader. Ten areas in the village were identified. Each group was allotted a specific site of the village. The trainees were given basket, spade, rake, gloves and mask. Each group was escorted by a faculty to the allotted area. The trainees cleaned the areas. At the same time interacted and discussed with village people about the usefulness of cleanliness. The trainee groups continued this cleaning operation everyday at different places of the village from 8 am to 9.30 am.

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



**Trainees in cleaning operation**





**Trainees in cleaning operation**



# SURVEY

## C. SURVEY

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

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

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

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





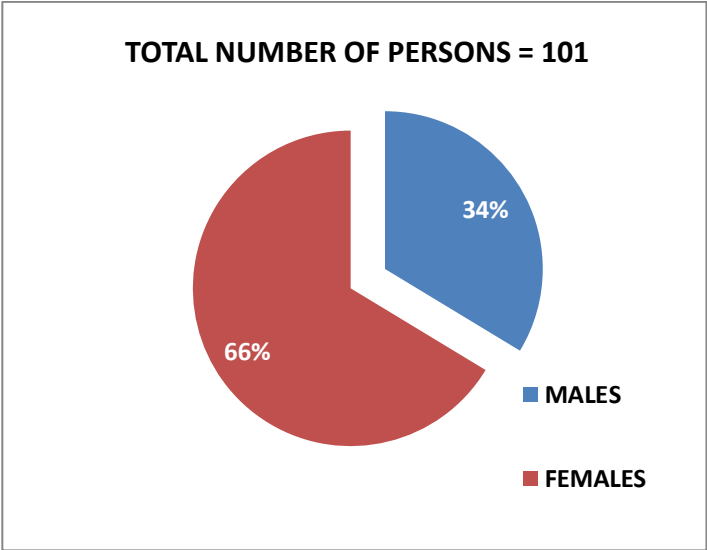
# 1. Gender Equity and Population Education Awareness

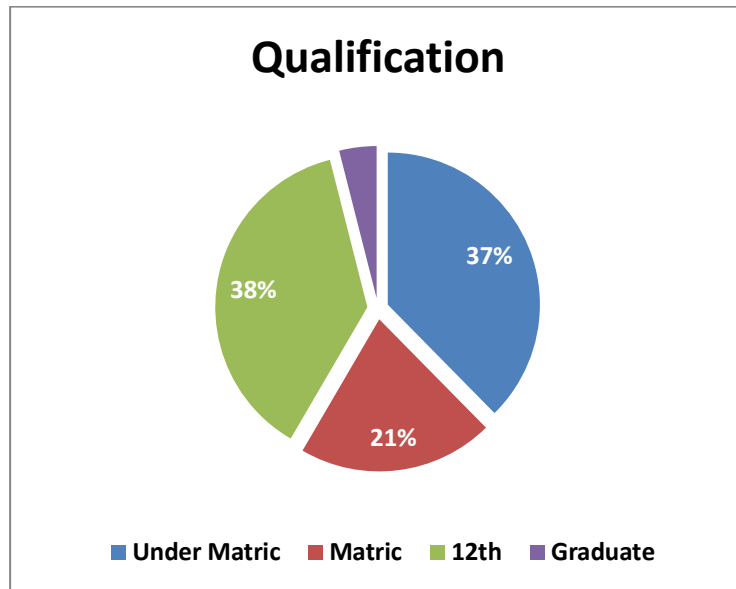
This survey was conducted on the 1<sup>st</sup> day of our programme i.e. on 6<sup>th</sup> January 2020 at the Barkul village of Chilika block. Each student takes on interview of one person from each house randomly.

**The main objectives of conducting this survey are**

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

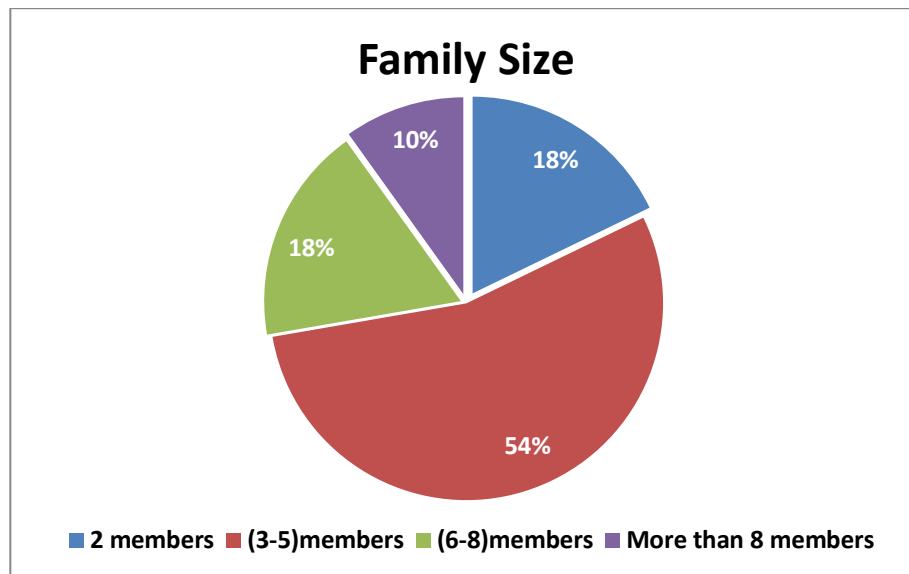
- **The survey was conducted among:**
- Total number of people = 101  
 Number of males = 34  
 Number of females = 67





- **Number of people having qualification:**

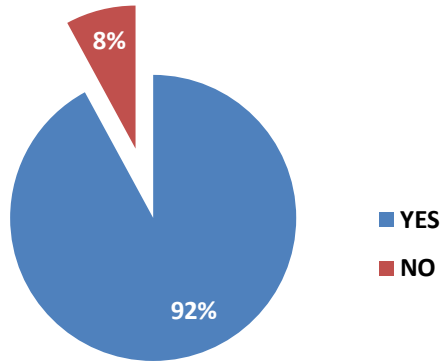
- Under Matriculation = 38
- Matriculation = 21
- 12th = 38
- Graduate = 4



- **Family Size:**

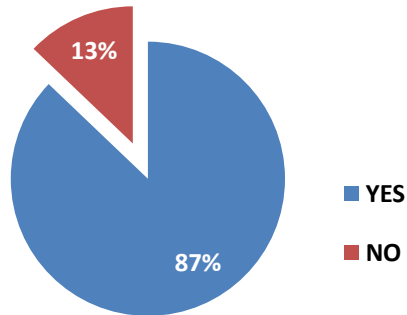
- 2 members = 18
- (3-5) members = 55
- (6-8) members = 18
- More than 8 members = 10

### Enjoy being man/woman



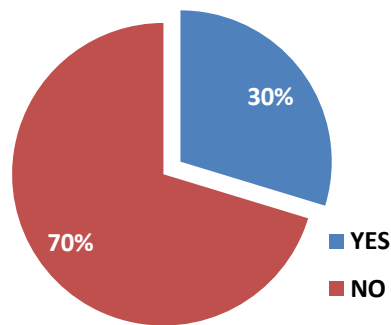
1. Do you feel happy being man / woman?

### same status of man and women



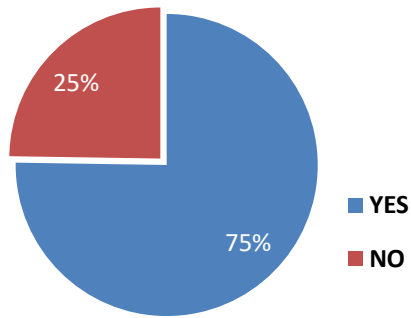
2. Do you enjoy the same status of your counterpart does?

### Males are superior to Females



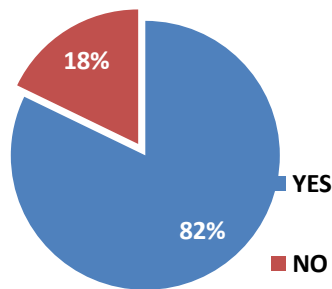
3. Do you think men are superior to women?

### Woman can do what a man do



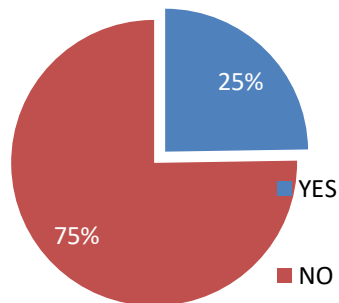
**4. Can a woman do what a man can do?**

### Woman can do what a man can do



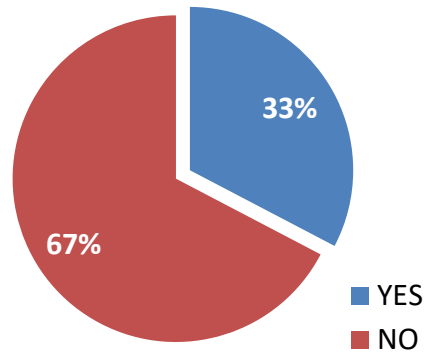
**5. Do you agree that women are destined to be only at home?**

### Boys are more useful than girls



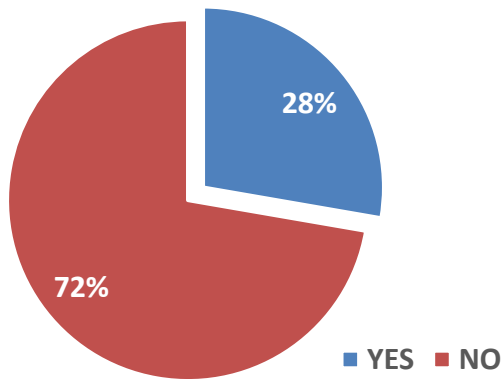
**6. Do you think that boys are more useful than girls?**

### Female are dependent on Males



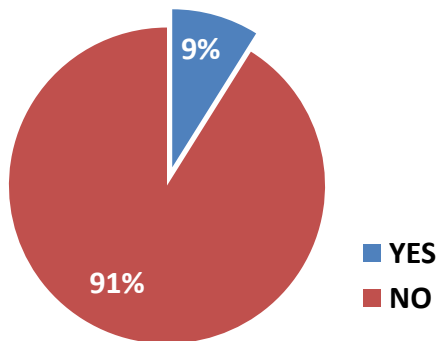
**7. Female members have no other choice but to depend on male members of the family. Do you believe it?**

### Happy for having a female child



**8. Should a couple be unhappy, if they do not have a female child?**

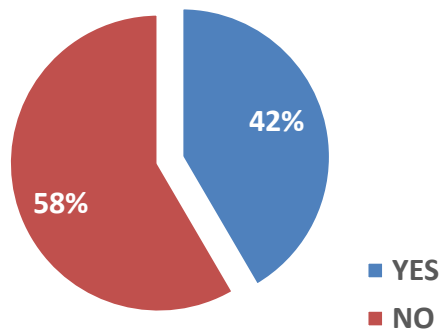
### Boys should be given more Food



**9. Should boys be given lion's share of food to eat in comparison to girls?**

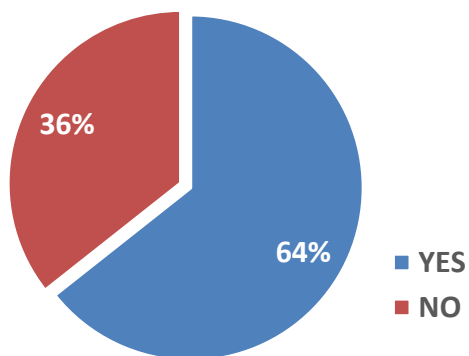


**Couple are unlucky if they don't have male child**



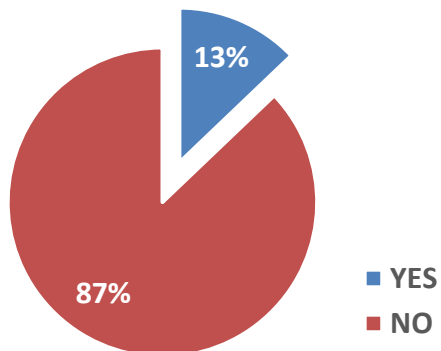
**10. Is it wrong to look down upon those couples who do not have a male child?**

**Girls get freedom like Boys**



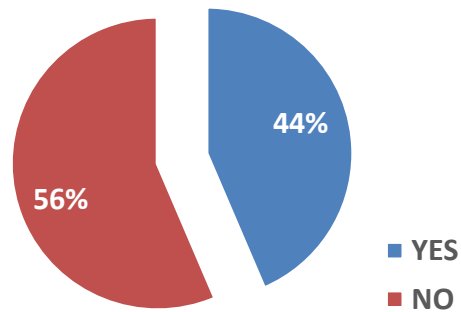
**11. Do you think girls should be given equal freedom of movement like boys?**

**Education is only meant to Boys**



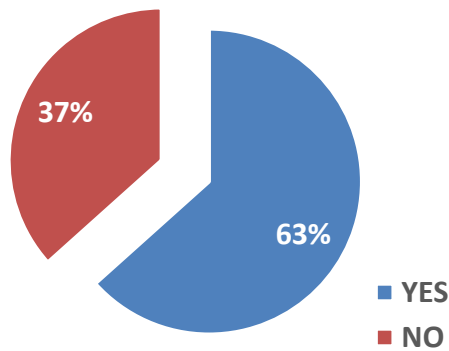
**12. Should the parents educate their male children only?**

### Girls should be restricted by their parents



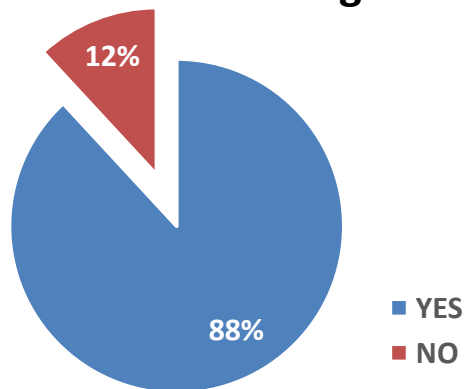
13. Is it the duty of the parents to restrict their female child from mixing with friends of opposite sex?

### Adults girls have the right to choose their life partners



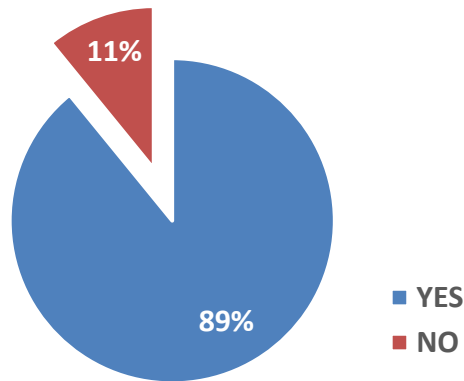
14. Do you think that an adult girl should be given freedom to decide her life partner?

### Female literacy helps in nation building



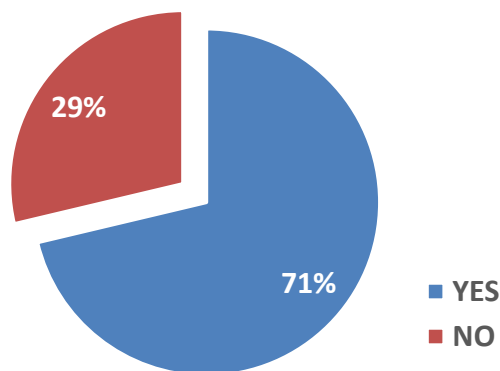
15. A nation that has high female literacy rate is, no doubt, an advanced country. Do you agree?

**Both wife and husband should manage family**



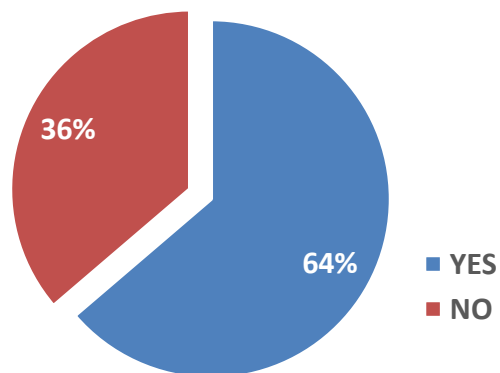
**16. Do you think that husband and wife have equal responsibilities in managing their family?**

**Males should help Females in household activities**



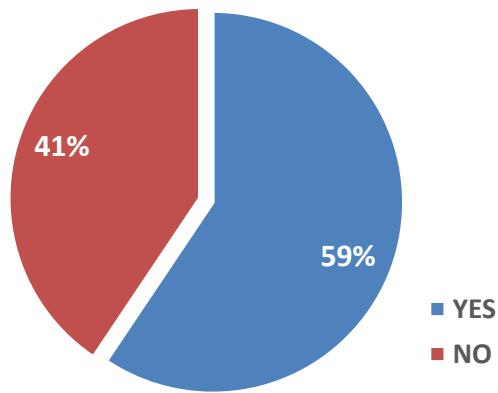
**17. Do you think it is an obligation on the part of husband to help his wife in household work if she really needs?**

**Females should be included in important decisions**



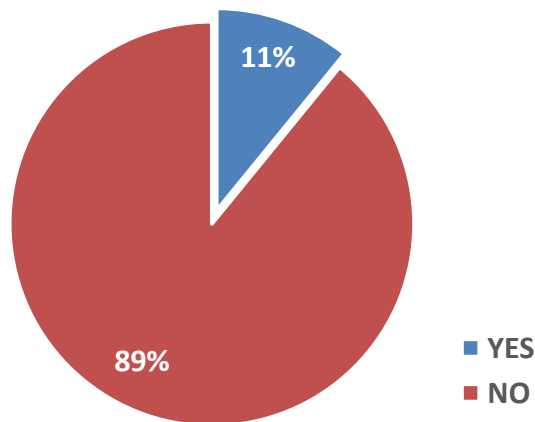
**18. Is it not right of a lady to suggest to her husband while taking an important decision?**

### Sexual problems should be discussed



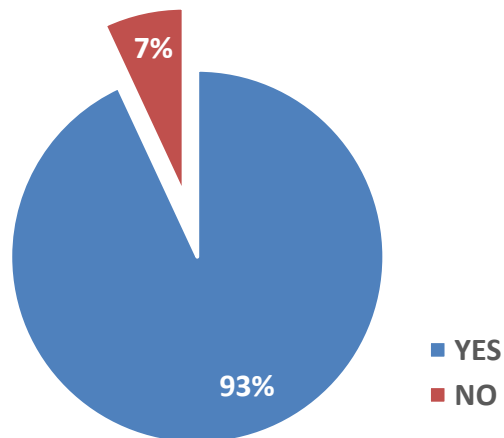
19. Should we feel ashamed to speak to others about your sexual problems?

### Girls married at thier puberty



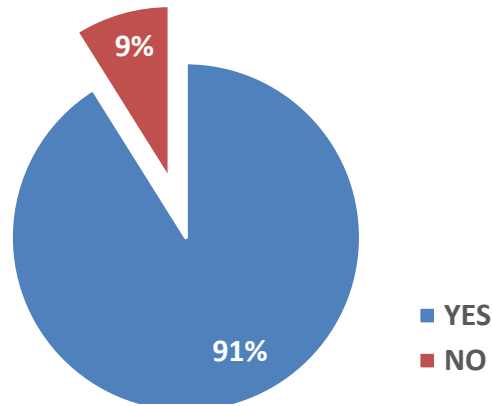
20. Do you think that girls should be married soon after they attain puberty?

### children are God's gift



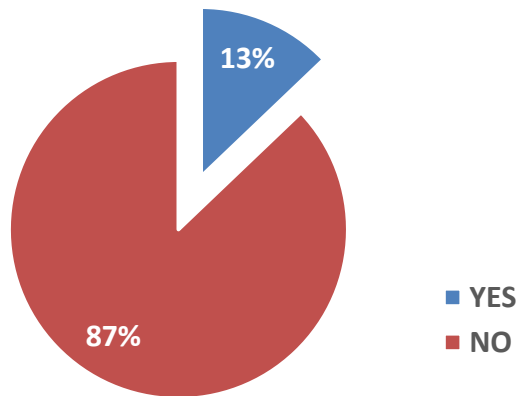
21. Do you think children are God's gift?

### Pregnancy at early age affects Health



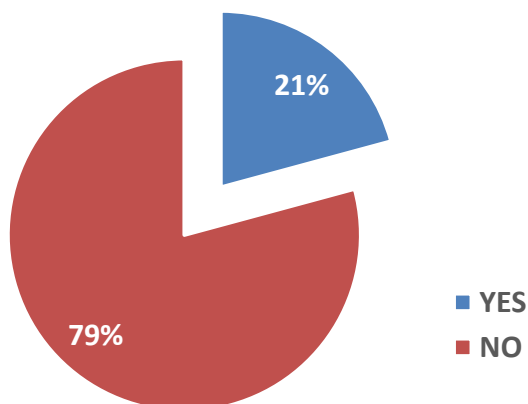
23. Do you think pregnancy at early age affect the health of the mother?

### Is female child should be aborted



24. Will you prefer to have abortion, if you would now that you (your wife) are going to give birth to a female child?

### Family planning measures should be Female-specific



25. Do you think that the family planning measures should be restricted to ladies only?

## 2. Health and Hygiene of the Community

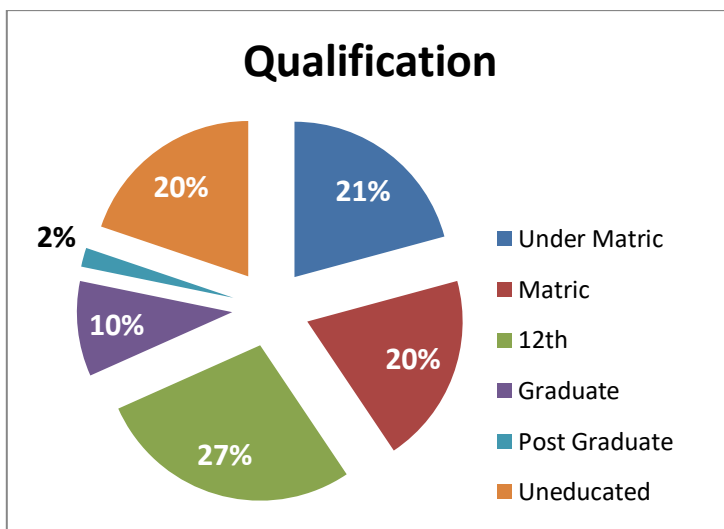
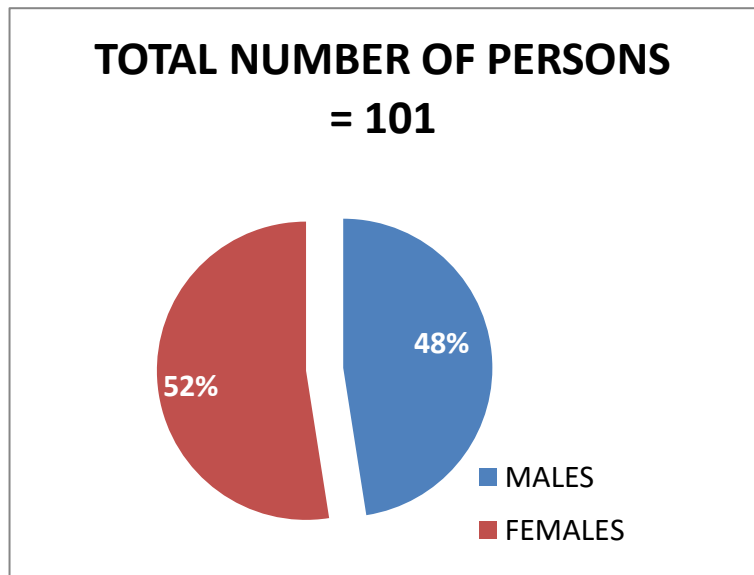
This survey was conducted on the 2<sup>nd</sup> day of our programme i.e. on 7<sup>th</sup> January 2020 at the Badakul village of Chilika block. Each student takes on interview of one person from each house randomly.

**The main objective of conducting this survey is:**

- To know the food habits of village people
- To know regarding the personal hygiene of villagers
- To know about the environmental sanitation of village
- To know about intoxicants used by villagers

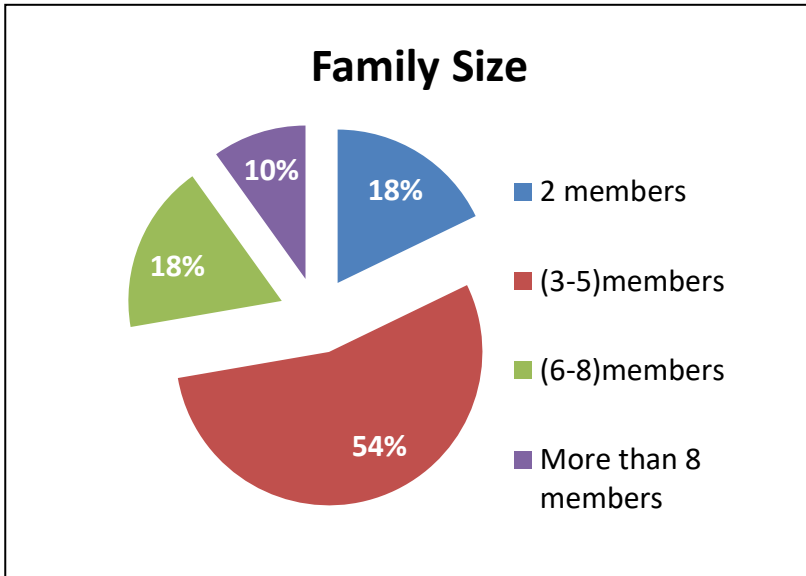
**The survey was conducted among:**

- Total number of people = 101  
Among which number of males = 48  
Number of females = 53



**Number of people having qualification:**

- Under Matric = 21
- Matric = 20
- 12<sup>th</sup> = 28
- Graduate = 10
- Post Graduate = 2
- Uneducated = 20

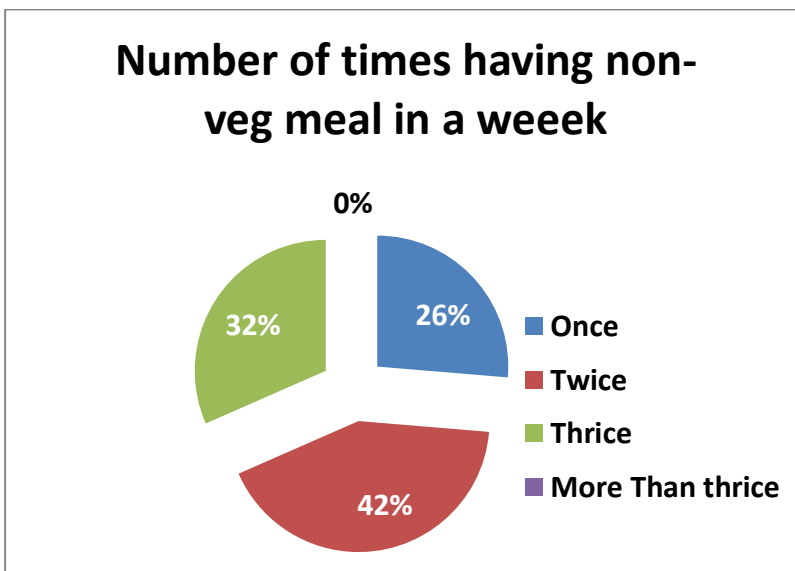


**Family Size:**

- 2 members = 18
- (3-5) members = 55
- (6-8) members = 18
- More than 8 members = 10

## I. Information of food habits

1. **Items for Breakfast:** Bread, Upma, Pokhal, Roti, Halwa, Biscuit
2. **Number of times taking meals:** Mainly 3 times a day
3. **Items of lunch:** Fish, Rice, Dal, Sabji, Chicken
4. **Items of dinner:** Rice, Roti, Curry, Fish, Egg
5. **Vegetarian or non-vegetarian:** Veg: 0 Non-Veg: 101
6. **Items for non-vegetarian:** Chicken, Fish, Prawn, Crab, Egg, Mutton



7. Number of times having non-veg meal in a week:

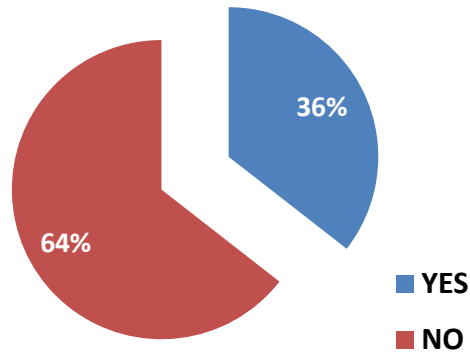
Once=25

Twice=40

Thrice=30

More than thrice = 6

### Taking Milk or not

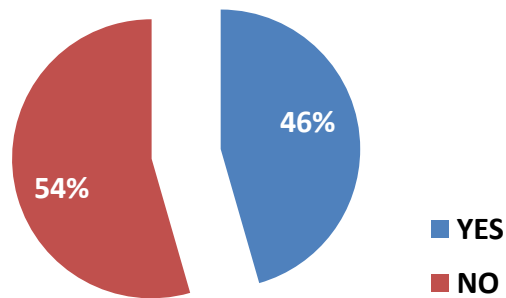


8. Do all members of the family takes milk every day?

Yes: 43

No: 58

### Taking Fruits or not



9. Do all members of the family takes fruits regularly?

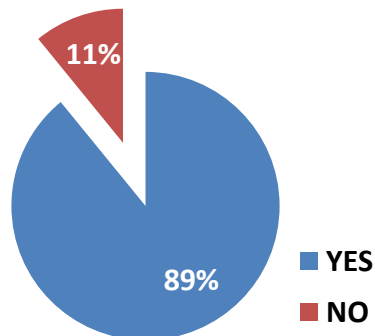
Yes: 46

No: 55

10. Common Fruits taken normally by the villagers: Apple, Banana, Orange, Grapes

## II. Personal hygiene of villagers

### Having Toilet in home



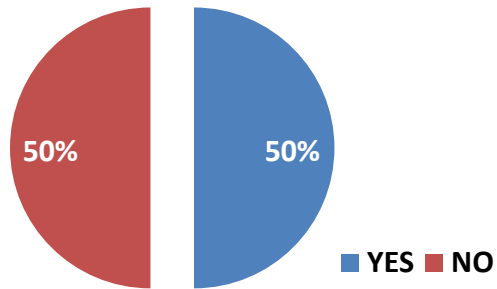
11. Do you have toilet in your home?

Yes : 90

No: 11



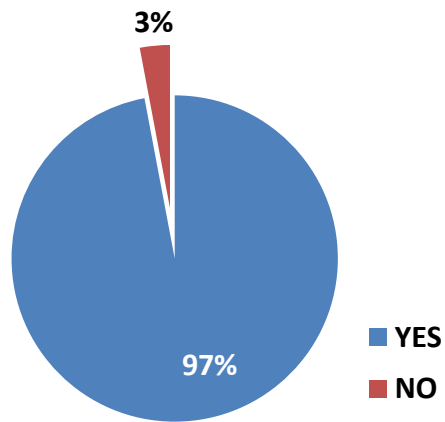
### Having Toilet still going to open field



12. Do you still like to go to open field for toilet purpose?

Yes: 45  
No: 45

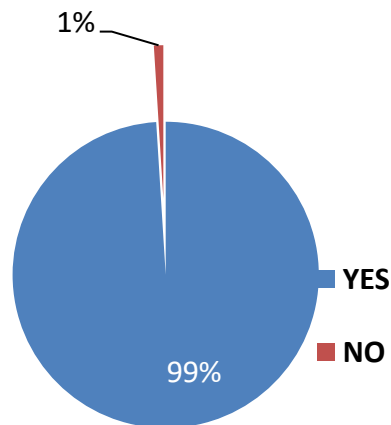
### Washing hand before eating



13. Do you wash your hand before taking food?

Yes = 98  
No = 3

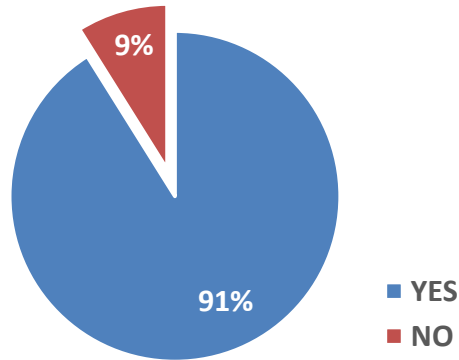
### Bathing everyday or not



15. Do you take bath every day?

Yes = 100  
NO = 1

### Washing Clothes daily or not

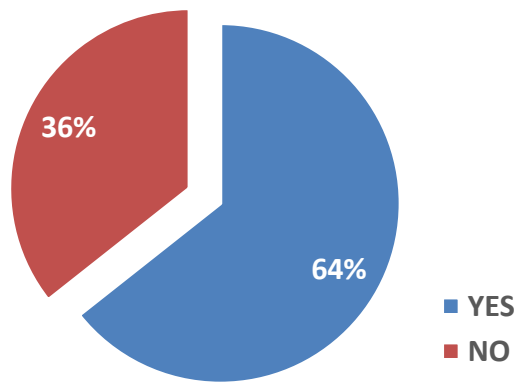


16. Do you wash your clothes every day?

Yes = 92

No = 9

### Having Drainage System

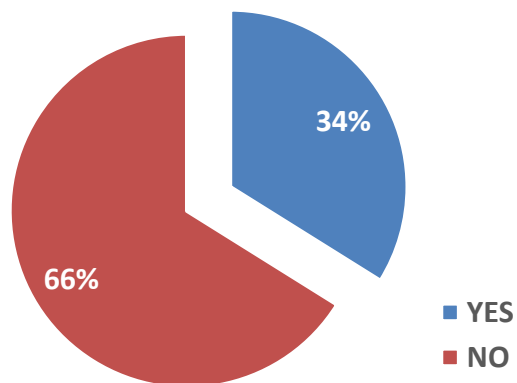


17. Do you have drainage system to your house?

Yes: 65

No: 36

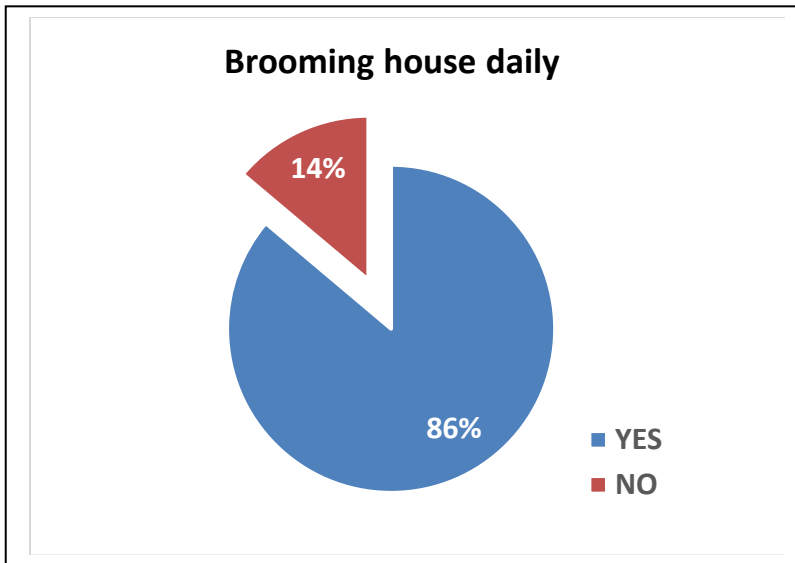
### Cleaning Drain Regularly



18. Do you clean drain regularly?

Yes: 49

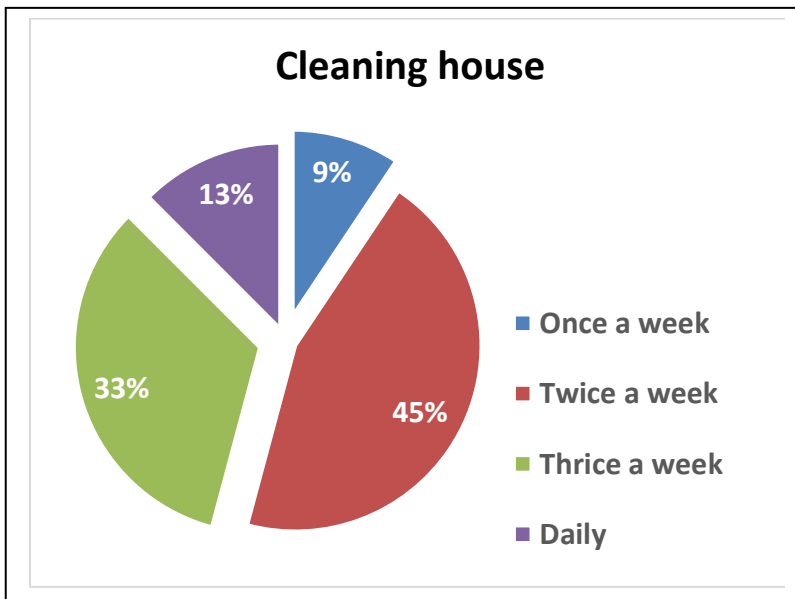
No: 16



19. Do you broom your house every day?

Yes:87

No:14



20. How often do you clean your house?

Once a week:9

Twice a week:43

Thrice a week:32

Daily:12

21. **Measures to control mosquitoes in house by villagers:** Mosquito Coil, Mosquito net, Liquid

22. **What do you use for brushing the teeth:** Tooth Brush, Datoon

23. **Number of Leprosy patients in village:** 1

### III. Environmental Sanitation

1. **Disposal of drain water:** to water bodies or open field

2. **Cleaning of utensil:** By detergent or vim

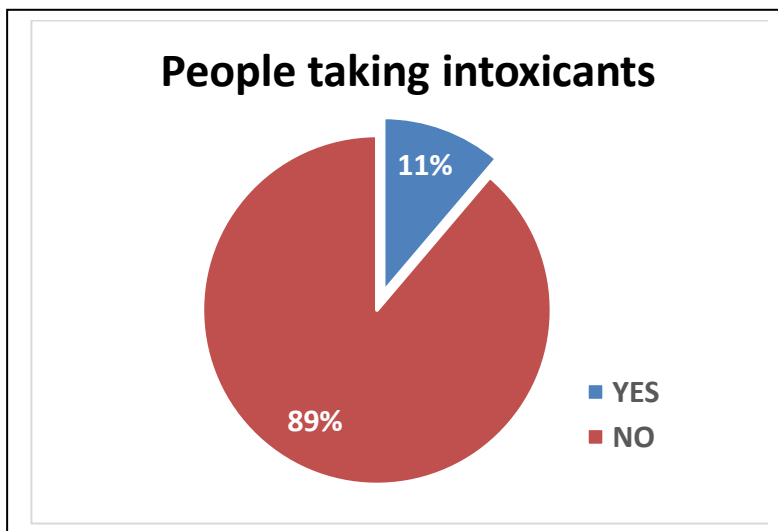
3. **Disposal of cow dung:** used as fuel and manure

4. **Source of drinking water:** Tube well, Supply water, Bore well

5. **Purification:** Most of the villagers drink the water directly without purifying

6. **Common Contagious diseases:** Chicken Pox

## IV. Intoxicants used by villagers



### 1. People taking intoxicants:

**Yes:36**

**No:65**

**2. Common Intoxicants:** Gutkha, Alcohol, Ganja, Cigarette

**3. Number of times taking intoxicants:**

- Once a day: 9
- Twice a day: 15
- Thrice a day: 5
- More than thrice a day: 4
- Ocassionally: 3

**4. Major step taken to stop them:** No major step taken

### Conclusion:

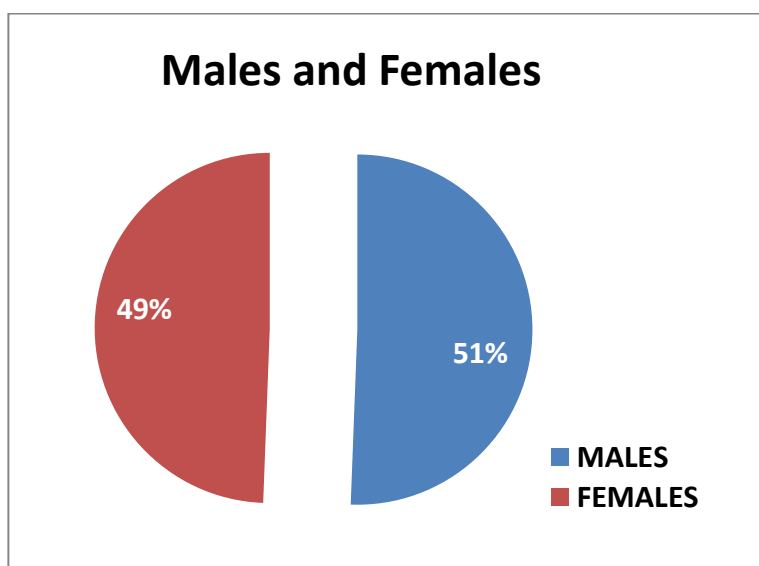
- Most of the villagers are non-vegeterians.They generally take fish and prawn in their lunch and dinner
- Half of the villagers don't drink milk and eat fruits.
- They are not aware about balance diet
- Most of the villagers have toilets in their home but they prefer going to open field for toilet purpose
- They generally use mosquito coil and mosquito net to control moquitoes
- There is no proper drainage system in the village.So generally people drain the waste water to water bodies and pollute the water bodies.
- People in the village use tube well and supply water for drinking purpose
- One third of the villagers use intoxicants and their family never restrict them.

### 3: Educational Survey of Community

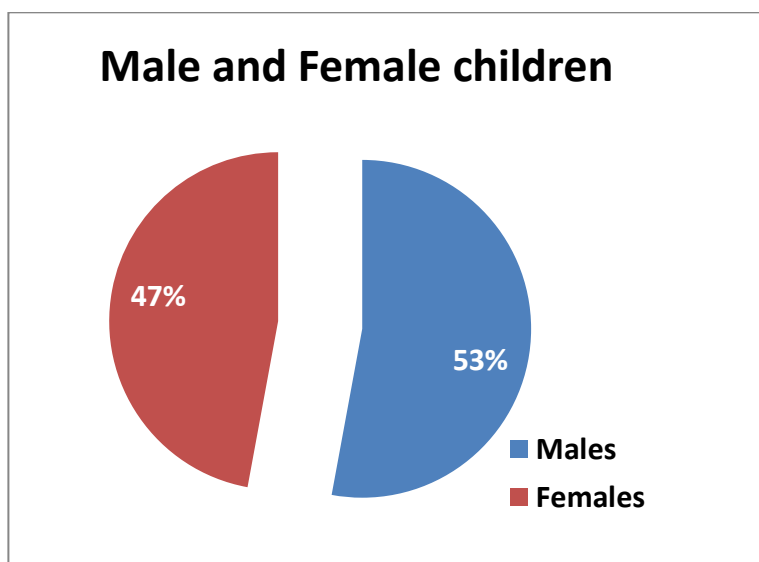
This survey was conducted on the 3<sup>rd</sup> day of our programme, on 8<sup>th</sup> January 2020 at the Badakul village of Chilika block.

#### The main objective of conducting this survey was:

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



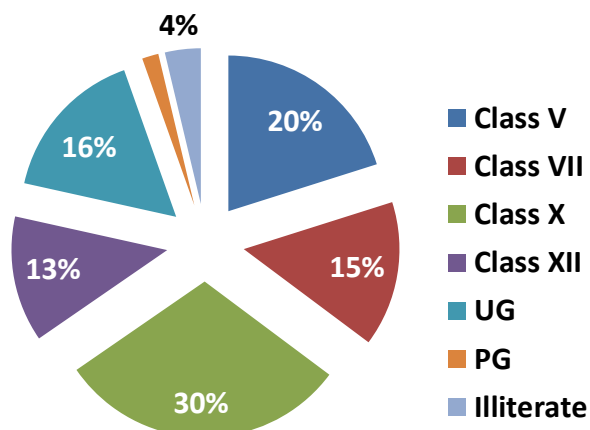
**The survey was conducted among:**  
**Total population(adults) = 401**  
Among which,  
Percentage of males = 50.6%  
Percentage of females = 49.4%



**Total Population (children) = 172**

- Percentage of Males = 52.9%
- Percentage of Females = 47.1%

## Educational Status

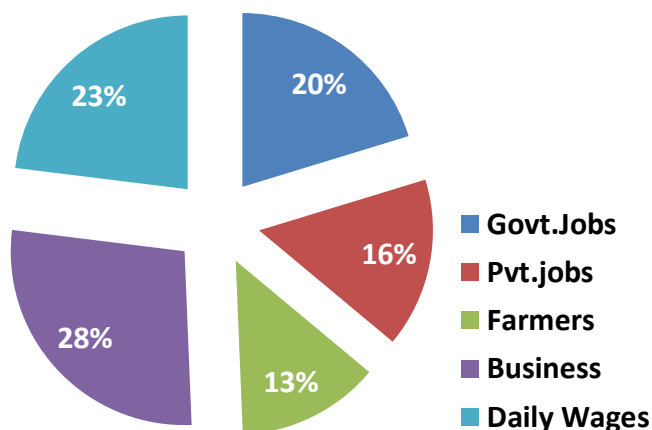


### Percentage of educational qualification (adults):

Dropouts at:

- Class V=20%
- Class VIII=15%
- Class X=30%
- Class XII=13%
- UG=16%
- PG=1.7%
- Illiterate=3.7%

## Employment Status



- All children are studying, no dropouts.

### Percentage of people having jobs:

Govt. Jobs=18%

Pvt. Jobs=14%

Farmers=11.8%

Business=24.5%

Daily Wages=20.45%

- Percentage of People not having any Job=11.4%

## Reasons for illiteracy:

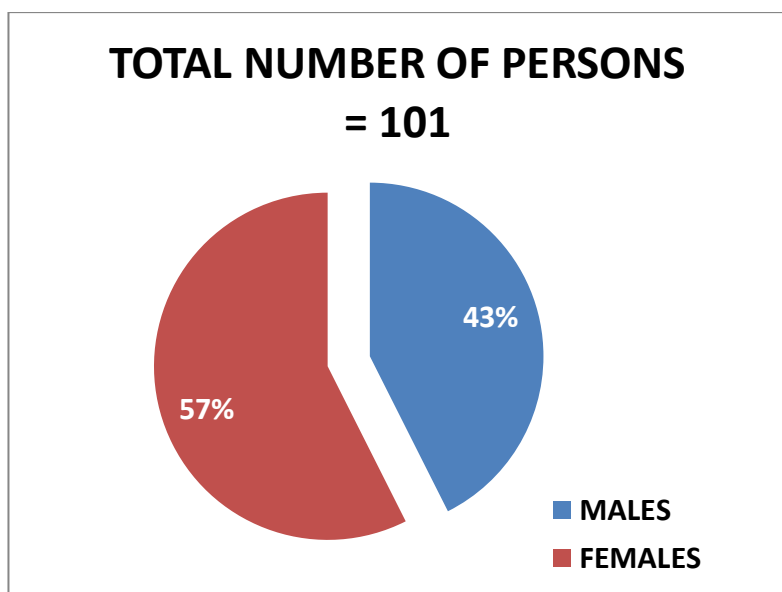
1. Financial Crisis.
2. No provision of schooling when they were children and now they have to look after their families.
3. Negligence towards studies.
4. Social background pulled back from opportunities.
5. Lack of awareness.
6. Big family.
7. Girls receive minimum support from family to continue higher studies after secondary education.
8. Early marriage.

## 4: Interview of Parents Regarding RTE Act 2009

This survey was conducted on the 4<sup>th</sup> day of our programme i.e. on 9<sup>th</sup> January 2020 at the Badakul village of Chilika block. Each student takes on interview of one person from each house randomly.

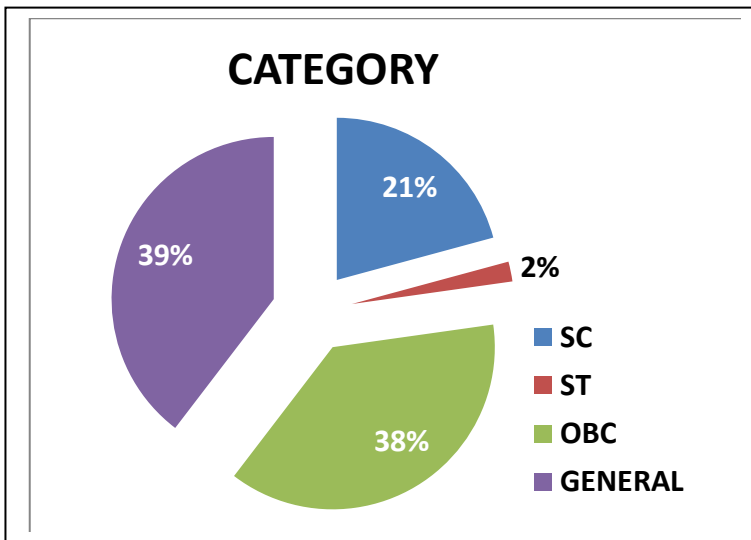
### The main objective of conducting this survey is :

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



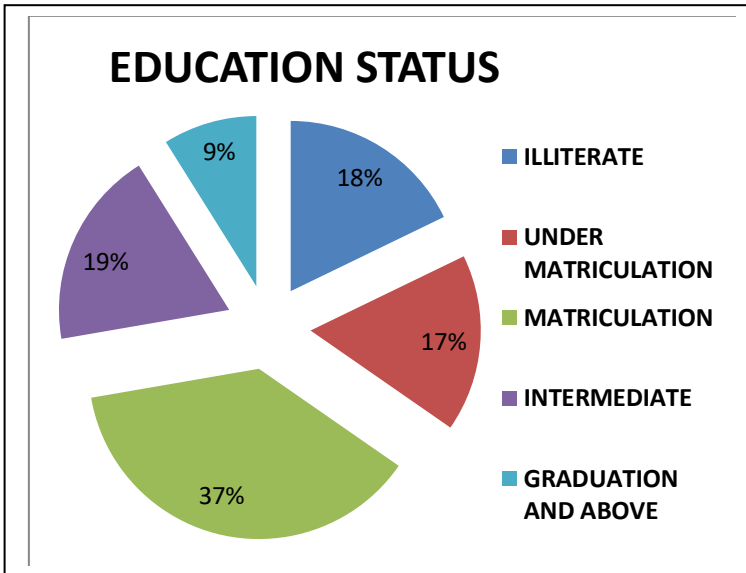
### The survey was conducted among:

- Total number of people = 101  
Among which number of males = 43  
Number of females = 58



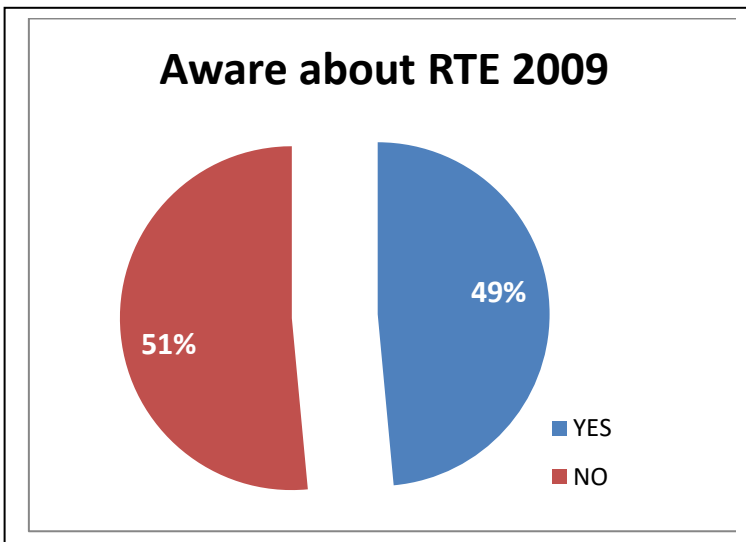
Number of people belonging to:

- SC = 21
- ST = 2
- OBC = 38
- GENERAL = 40



Education status:

- Illiterate = 18
- Under matriculation = 17
- Matriculation = 38
- Intermediate = 19
- Graduation and above = 9

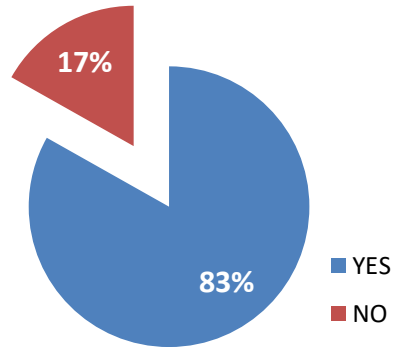


9. Are they aware about right of children to free and compulsory education Act RTE 2009?

Yes: 49  
No: 52



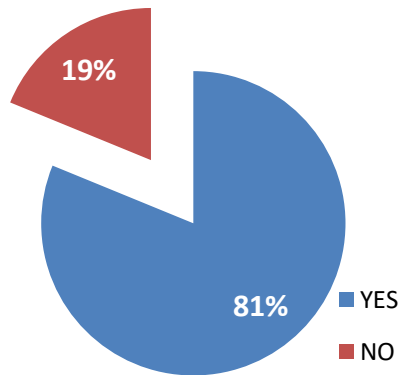
### children getting Pre-education



10. Do their child has received pre-school education?

Yes: 84  
No: 17

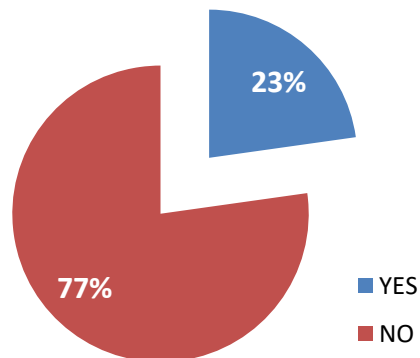
### satisfied with school teachers



11. Are they satisfied with the performance of teachers of your children?

Yes: 82  
No: 19

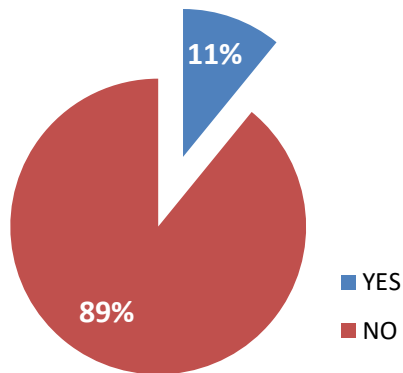
### Appeared in admission test for admission in class 1



12. Whether their child has gone through any of the procedures/ admission test for admission to class 1 after April1, 2019 ?

Yes : 23  
No: 78

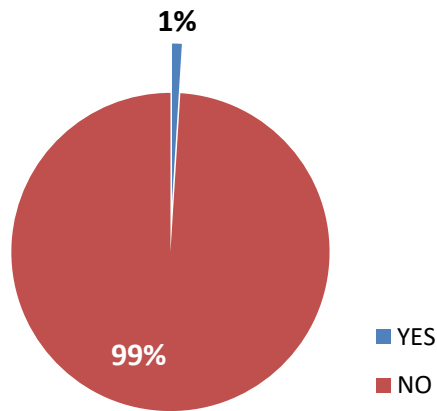
### Donation given for admission



13. Whether they were asked for any kind of payment or donation or contribution to the school for the admission?

Yes: 11  
No: 90

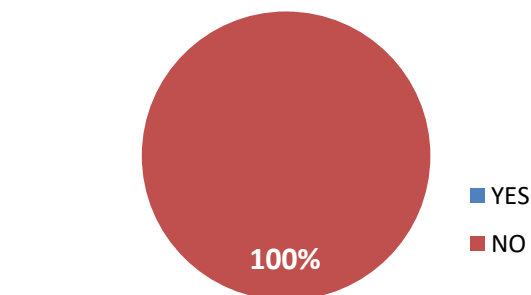
### SPECIALLY ABLED CHILDREN



14. Whether their child belongs to children with special need ?

Yes = 1  
No = 100

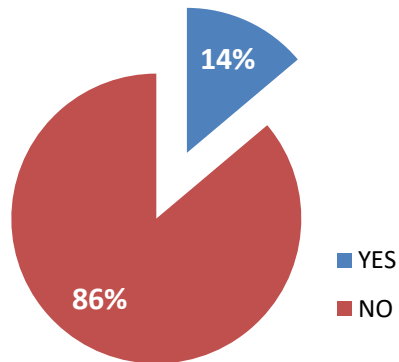
### Students facing discriminatory practices



15. Whether their child has ever reported of discriminatory practice in the schools?

Yes = 0  
No = 101

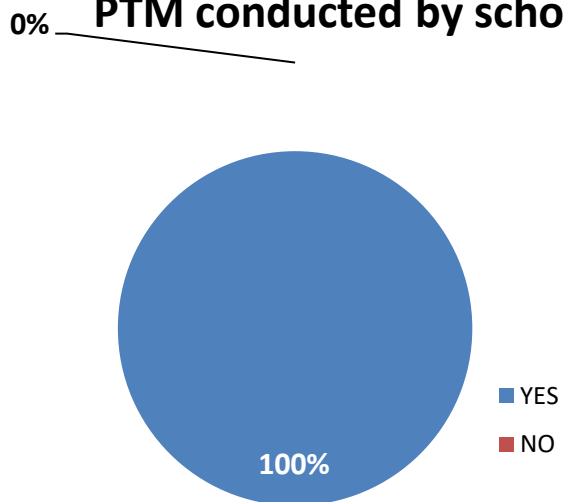
### Punishment received by student



16. Whether their child has ever reported any kind of physical punishment or mental harassment faced in the school?

Yes = 14  
NO = 87

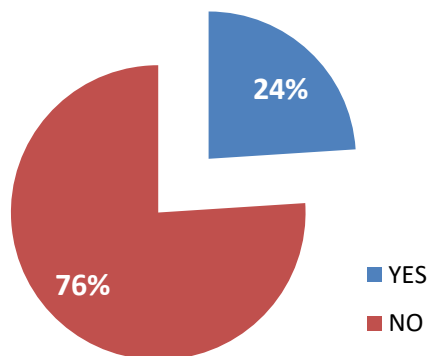
### PTM conducted by school



17. Are they invited for meeting by school authority?

Yes = 101  
No = 0

### MID DAY MEAL PROVIDED TO STUDENTS



18. Is mid day meal provided regularly to their child in school?

Yes = 75  
NO = 26

19. Common conclusion drawn by the interviewee based on the opinions of the people about RTE:

- Quality education is missing in government schools
- RTE Act is good for village people
- In RTE, vocational education should be added
- Teachers of govt school should be more responsive towards students
- Quality of food of Mid day meal should be improved



# AWARENESS PROGRAMMES

# 1. GIRL CHILD EDUCATION

**Objective:** to encourage parents to let their girl child study and to aware them about various schemes to support girl child education.



## **Act on Girl Child Education:**

The short act inspired by an advertisement focussed on encouraging parents to let their girl child study and earn higher degrees in education. Education will give her confidence to lead her life and take care of every responsibility that comes her way. “Leaving girls free” is a good thing as that makes them strong enough to fulfil their dreams and be what they want to. Parents need to be friends with them and be their support system rather than a deterrent, fighting against the social evils against girls. Let them fly high.

## 2. ALCOHOL AND DRUG ABUSE

**Objective:** To aware people about the consequences of alcohol and drug addiction.



### **Skit on Alcohol and Drug Abuse:**

A farmer having a close knit family of a son and a daughter gets disturbed when his son dies in an accident due to alcohol and drug consumption. The financial crisis then forces the father to listen to a Drunkard and indulge into gambling, drinking to arrange money to pay back to the Zamindar. At the end the mother and the daughter, who witnessed the events make the audience realise that “Alcohol breaks Homes” (Nisha Bhange Basa – in Odia). It has never been a benefit but an evil. Hence, quit drinking and start a new life.

### 3. Menstrual hygiene

**Objective:** To enhance the menstrual hygiene and good practices for it.





## 4. NARI PRATADNA

**Objective:** To aware and stop the act of violence and injustice against women.



## 5. USE OF TOILETS

**Objective:** To spread awareness about using toilets at home instead of defecating in the open field.



## 6. GAMES AND SPORTS

**Objective:** To motivate children for different physical game and sports and also to teach the need of warm-up before game and sports.



## 7. SELF DEFENCE

**Objective:** To teach girls how to protect themselves in various situations and attack if someone is trying to harm them.



## 8. REMEDIAL TEACHING

**Objective:** To aware people about the need of remedial teaching for a slow learner and how it improves the interest of student in learning.



A small skit on the topic remedial teaching based on the illiteracy rate of the villagers found after the survey on educational qualification. In this skit we introduced a child securing less marks and being humiliated by both teacher and friends. Also the parents of that child do not try to understand his problems and beat him unnecessarily after which he was forced to work in a hotel nearby to his house and gets totally demotivated. Even after convincing by his friends he was not at all ready to attend the school. So, his friends forcefully took him to the school and introduced with the new teacher who was much more careful and attentive to her students and motivates them all the time. The teacher gave him remedial classes to build up his broken confidence and motivated to study. After few days as results he secured unexpectedly good marks in the examination and his parents were also very proud of him. Then we concluded that remedial teaching and parental support is necessary for the slow learners in school for the further improvement of the performance of that student.

## 9. NATURAL DISASTER MANAGEMENT

**Objective:** To teach people how to protect themselves during natural disasters like flood, cyclone and earthquake.



This was the first interaction of our group with the villagers. Basically that village is situated in the coastal area which is very prone to cyclone. In this workshop we interacted with the villagers and asked some questions regarding natural disasters like cyclone, flood, earthquake etc. We took their opinion along with that we demonstrated some important measures that can be taken to protect ourselves during those disasters. We also informed the villagers about various schemes of government for management of these natural disasters.

## 10. FIRST-AID

**Objective:** This activity was done to let people know about the fast treatment that is to be given before going to doctor.



## 11. TRANSGENDER EQUITY

**Objective:** A street play was performed to show the acceptance of all genders in the society according to the LGBT criteria. Emphasis was given on transgender equity through the street play.





## 12. SUPERSTITIONS

**Objective:** To create awareness about the existing local superstitious beliefs and how they harm us. Also tell them how education and scientific temper among the villagers can help to rationally eradicate such beliefs.



## 13. FIRE SAFETY MEASURES

**Objective:** To teach the primary steps one to take in case of fire .



## 14. EARLY MARRIAGE OF GIRLS

**Objective:** To aware the people what difficulties is faced by a girl when she is not physically and mentally ready for marriage.

The Sarapanch of the village had made a request to develop awareness among the people on the drawback of early marriage. Dr. Anoop Parida developed the script and selected trainees and practiced rigorously. The street play was of one hour duration and it was appreciated by one and all.





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

**Field Work with Community Programme of B.Sc.B.Ed. Semester –VIII**

**From 6<sup>th</sup> to 13<sup>th</sup> January 2020, Govt. High School, Badakul, Balugaon**

**UNDERTAKING**

I \_\_\_\_\_, S/o/D/o Mr./Mrs. \_\_\_\_\_, a student of B.Sc. B.Ed., Semester-VIII, Roll No. \_\_\_\_\_ of Regional Institute of Education, Bhubaneswar, is visiting Govt. High School, Barkul, Balugaon from 6<sup>th</sup> January 2020 to 13<sup>th</sup> January 2020 for Field Work with Community Programme in partial fulfillment of the requirements of the course at my own risk.

Signature

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

Home Address : \_\_\_\_\_

\_\_\_\_\_

Phone No. (Home) \_\_\_\_\_

(Own) \_\_\_\_\_

Email Id : \_\_\_\_\_

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

**Field Work with Community Programme of B.Sc.B.Ed. Semester –VIII**

**From 6<sup>th</sup> to 13<sup>th</sup> January 2020, Govt. High School, Badakul, Balugaon**

**Activity - 1 : Gender Equity 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.

**Activity - 2 : Health and Hygiene of the Community**

Name of the Village : .....

**General Information**

1. Name of the interviewee : .....

2. Qualification : .....

3. Age : .....

4. Gender : .....

5. Profession / Occupation : .....

6. Approximate Monthly Income : .....

7. 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? (Intoxicants are like opium, alcohol, ganja etc.) : Yes/No
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.

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

**Field Work with Community Programme of B.Sc.B.Ed. Semester –VIII**

**From 6<sup>th</sup> to 13<sup>th</sup> January 2020, Govt. High School, Badakul, Balugaon**

**Activity - 3 : Survey of Primary Education in Badakul**

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 : \_\_\_\_\_  
 - near by 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)

<input type="checkbox"/> Doctor	<input type="checkbox"/> Engineer
<input type="checkbox"/> Lecturer	<input type="checkbox"/> Lawyer
<input type="checkbox"/> Business man	<input type="checkbox"/> Cultivator
<input type="checkbox"/> School teacher	<input type="checkbox"/> 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 B.Sc.B.Ed. Semester –VIII**

**From 6<sup>th</sup> to 13<sup>th</sup> January 2020, Govt. High School, Badakul, Balugaon**

**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		

	<b>Non-Human Resources</b>		
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		
28			
29			
30			

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 B.Sc.B.Ed. Semester –VIII**

**From 6<sup>th</sup> to 13<sup>th</sup> January 2020, Govt. High School, Badakul, Balugaon**

**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 B.Sc.B.Ed. Semester –VIII  
From 6<sup>th</sup> to 13<sup>th</sup> January 2020, Govt. High School, Badakul, Balugaon**

**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?

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(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

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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 B.Sc.B.Ed. Semester –VIII**

**From 6<sup>th</sup> to 13<sup>th</sup> January 2020, Govt. High School, Badakul, Balugaon**

**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)**

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

**Field Work with Community Programme of B.Sc.B.Ed. Semester –VIII**

**From 6<sup>th</sup> to 13<sup>th</sup> January 2020, Govt. High School, Badakul, Balugaon**

**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 an 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 camp 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 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 langars?
- Take interest in finding out the problems of enrolment, retention of cleanliness in primary schools of the community?

Date :

Signature of the Respondent