

**A Report on
Working With Community Programme
4 Year Integrated B.A. B.Ed.
2021-22**



Programme Coordinator

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REGIONAL INSTITUTE OF EDUCATION

(National Council of Educational Research and Training, New Delhi)

BHUBANESWAR – 751 022

2021-22

Working With Community Programme of 4 Year Integrated B.A. B.Ed. (2021-22 Sessions)

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PREFACE

The Working with Community (WWC) programme is an integral part of 4 Year Integrated B.A. B.Ed. course of Regional Institute of Education (NCERT), Bhubaneswar. This programme is one of the innovative components of teacher education curriculum. The main purpose 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 will spend eight days at a stretch during every academic year in the identified village. The mode of transactions are discussion, rally, competitions / debate, poster and banner display in community setting, mass movement, survey, interviews, awareness programmes etc. This year WWC programme was held in and around of the Institute from 7th March 2022 to 11th March 2022. The report gives detail idea about the programme from planning to evaluation.

I would like to thanks Prof. P. C. Agarwal, Principal, RIE, Bhubaneswar for his help, suggestion and able guidance in every parts of this programme. My sincere gratitude is due to Prof. Ritanjali Dash, Head of DESSH, Prof. L. D. Behera, Head of DEE. I am indebted to Prof. Sandhya Rani Sahu, Dean of Instructions, Prof. B. N. Panda, Dean of Research, Prof. Pritish Acharya, Professor of History, Ms. Shampa Das, Associate of Bengali, Dr. Kumar Parag, Associate Professor of English, Dr. Debabrata Bagui, Assistant Professor of English, I am also thank to Dr. Itishree Dash and Ms. Dipti Digal, without their support the programme would not have been completed.

Dr. Kalinga Ketaki
Programme Coordinator

CONTENTS

Heading
Title Page
Preface
Contents
1. Background of the programme
2. Planning for the programme
3. Executing the programme
4. Inauguration
5. General nature of the programme
6. Group wise report on different activities
14. Appendix
15. Photographs

1. Background of the programme

The Regional Institute of Education (National Council of Educational Research & Training, New Delhi), Bhubaneswar is offering different innovative pre-service teacher training programmes for eastern region of our country. It offers courses such as B.A. B.Ed., B.Sc. B.Ed., M.Sc., M.Ed., Two Year B.Ed. and DCGC. One of the innovative and demanding pre-service teacher education course is 4 Year Integrated B.A. B.Ed. which is of eight semester. It has both theoretical papers as well as practical papers. One of the practical requirements of this course is **Working with Community Programme** having 8 days duration. The trainees are required to spend 8 days in a community and complete different activities. The purpose of **WWC** programme is (i) to acquaint trainees with factors working within community-knowledge of social realities (ii) to develop dignity of labour among trainees (iii) to arouse interest of trainees in the social and economic reconstruction of the country (iv) to make trainees aware with the education problems and needs of the society (v) to enable trainees for preparing youth for sustainable development (vi) to develop the personality of the trainees through community service.

For this programme trainees will spend eight days at a stretch during every academic year in the identified village. The mode of transactions are discussion, rally competitions / debate, poster and banner display in community setting, mass movement, survey, interviews, awareness programmes etc.

The Working with Community (WWC) Programme of 4 year Integrated B.A. B.Ed. is organized as a Programme Advisory Committee (PAC) programmes approved by the NCERT. The Principal of Regional Institute of Education, Bhubaneswar has entrusted responsibility of organizing this programme to Dr. Kalinga Ketaki, Assistant Professor in Political Science. Accordingly the PAC proposal was sent to the NCERT and it was approved by the PAC for the year 2021-22.

2. Planning of the Programme

For success of any programme required meticulous planning at organizers end. The Coordinator started planning for this programme since September 2021 by discussing with colleagues from Institute and from outside regarding nature and duration of the WWC programme. **The first step in planning is to decide a place for WWC.** Out of discussion and suggestions from colleagues and permission from the Principal, Dr. Kalinga Ketaki visited Chilika Govt. High School, Hatabaradihi, Chilika for discussion with authority as well as observing faculty / suitability for camping for the programme. Dr. Kalinga Ketaki discussed with Mr. Ashok Kumar Pandit Ray, Headmaster of Chilika Govt. High School, Hatabaradihi, Chilika and managing trustees with regards to different aspects such as accommodation for boys and girls, facilities for cooking, security and field for games, sports. Similarly Dr. Ketaki also discussed with Headmaster and other

staff members of Chilika Govt. High School, Hatabaradihi, Chilika on different issues. Mr. Ashok Kumar Pandit Ray, Headmaster of Chilika Govt. High School, Hatabaradihi, Chilika agreed to provide all the kind of cooperation and help for successful organization of the programme. He agreed to provide rooms for accommodating 48 trainees and supervision faculty members from Institute. He has given all the responsibility to Mr. Pradyumna Kumar Parida to look after all the works and arrangements for the programme.

The **second steps are to decide nearby areas** for WWC programme. The programme coordinator visited different nearby areas like Chakaripur, Gainada, Hatabaradihi, Kuhudi, Haripur for conduct the said programme. The coordinator also informed local Police Station, Superintendent of Police for information for security region.

The **third step is to design nature of programme** and different activity to be done by trainees. Different work sheets / Performa to be used by the trainees for collecting different types information from village and schools. Total 10 Activity are developed in consultation with Prof. P. C. Agarwal, Principal, Prof. Ritanjali Dash, Head of DESSH, Prof. S. K. Dash, Head of DEE and faculty members of DESSH. The Performa (are given in **Appendix – A**) such as :

Activity – I : Gender Equity / Environment Pollution / HIV-AIDs/Population Education

Activity – II : Head and Hygiene of the Community

Activity – III : Survey of Primary Education and Remedial Teaching in School

Activity – IV : Utilization of community Resources for School Education

Activity – V : Educational Awareness of Community

Activity – VI : Awareness on RTE Act 2009

Activity – VII : Yoga, Physical Exercise and Games and Sports

Activity – VIII : Shrama Dana in Community in Terms of Cleaning Drive

Activity – IX : Rally on Different Social Issues

Activity – X : Cultural Programmed based on Social Issue and Problems

The **fourth step is to orient trainees** about nature of the WWC programme and process of doing different activities and discuss different issues of the programme. The Programme Coordinator Dr. Kalinga Ketaki, called meeting of all the trainees and faculty on 04.03.2022 at Old Auditorium of the Institute. The faculty members such as Prof. Sandhyarani Sahoo, Prof. Pritish Acharya, Prof. Ritanjali Dash, Ms. Shampa Das, Dr. Kumar Parag, Dr. Debabrata Bagui, Dr. Itishree Dash, Dr. Swagatika Mishra, Dr. Sonalee Biswal, Ms. Abhra Singh and Ms. Dipti Digal are presented and discussed different issue and concerns raised by trainees for WWC programme. All the activities are discussed in detail with trainees and many questions raised by trainees are clarified by the faculty.

Towards end of the orientation programme, programme coordinator discussed with trainees for selecting student coordinators and group leaders who will help in

successful organisation of the WWC programme. Trainees are divided into 8 groups and each group will be a Group Leader.

The coordinator also assign duty to students for purchasing different articles such as first aid medicine, implements for work, preparing banner etc. to be used for the programme.

The first step is to decide the faculty members who will be associated in programme and accompany the trainees. The principal and other faculty members were deputed from the Institute to Chilika Govt. High School, Hatabaradihi, Chilika for the purpose.

Finally the coordinator informed all the trainees and faculty members that one bus will carry all the members and all are requested to come on time so that we reach at Chilika Govt. High School, Hatabaradihi, Chilika timely.

3. Executing the Programme

The programme needs to executed as per planning. For the year 2021-22, it was decided that the WWC programme will be held from 5th March 2022 to 11th March 2022 at Chilika Govt. High School, Hatabaradihi, Chilika.

4. Inauguration

The students of the institute, the coordinator and the faculty members were gathered in the hall for inaugurating the programme. The programme session was started from 9.30 AM to 1.00 PM.

“It is my privilege to give brief introduction about the WWC programmes. The WWC programmes is an integral part of 4 year Integrated B.A. B.Ed. course of our Institute. It is of 7 days duration where student teachers will be in a community to get realistic picture of the locality. The main purpose of this programme is to acquaint the trainees with the factors working in the society that affects education of children. It also intends to bring attitudinal change among trainees towards local areas and its education process. To acquaint trainees with the resources both man and material available in the community that can be utilized for the purpose of education. We also try to create awareness among local people regarding HIV / AIDs, Gender equity, RTE 2009 etc.

For this we selected some slums in and around of the Institute. Our trainees were visited all these slums for undertaking different activities. We decided to undertake total 10 activities such as Activity – I : Gender Equity / Environment Pollution / HIV-

AIDs/Population Education, Activity – II : Head and Hygiene of the Community, Activity – III : Survey of Primary Education and Remedial Teaching in School, Activity – IV : Utilization of community Resources for School Education, Activity – V : Educational Awareness of Community, Activity – VI : Awareness on RTE Act 2009, Activity – VII : Yoga, Physical Exercise and Games and Sports, Activity – VIII : Shrama Dana in Community in Terms of Cleaning Drive, Activity – IX : Rally on Different Social Issues, Activity – X : Cultural Programmed based on Social Issue and Problems. For smooth organization of the programme, we divided trainees in to 8 groups. Each group was assigned by a group leader and faculty from the Institute. I am very thankful to the faculty members for their help and cooperation and hope same in future. At the same time I am also grateful to Prof. P. C. Agarwal, Principal, RIE, Bhubaneswar for his all kind of cooperations to conducting this programme.

5. General Nature of the Programme

After inauguration programme on 04.03.2021, as per our planning all the trainees are divided into 8 groups with one group leader and faculty as Supervisor. Every day programme starts at 6.30 AM at school play ground, all the trainees and faculty members gather for physical activity. The physical activity was held under guidance and supervision of Programme Coordinator. Different physical activity such running, jogging, yoga and pranayam etc. are held up to 8 AM. This activity end with roll call by the Coordinator.

All the team members were taking breakfast at 9.00 to 10.00 AM and start from cleanness drive of nearby areas. It continues 10.00 AM to 12.30 AM. The team has taken cleanness drive of Institute campus.

After coming from cleanness drive, team go for lunch from 12.30 PM to 3.00 PM and take rest upto 3.00 PM. From 3.00 PM to 5.00 PM team members go for survey and community game along with faculty. Again all trainees and faculty gather at 5.30 PM for discussion in groups and preparing reports under guidance and supervision of faculty. Everyday trainees organize some cultural programme for entertainment on social and cultural issues. This cultural programme continues upto 7.00 PM.

6. Group Wise Report on Different Activities

REPORT ON DAILY ACTIVITIES

Group : 1

Name	Roll No.
Chaitali Mandal	10
Kirtica Das	15
Mousumi Jha	21
Nidhi Ray	24
Sonali Kumari	42
Suryakanta Jena	45
Course	B.A. B.Ed. 8 th Sem

Date: 05 March 2022

We started our journey from our college Regional Institute of Education, Bhubaneswar to the destination i.e. Chilika Govt. High School, Hatabaridihi, Chilika on 5th March, 2022 at around 12.00 p.m. via bus. We travelled around 80 km and it took 3 hours to reach there. As we were proceeding to the village, we faced a few obstacles as the area is a typical remote village of Chilika block like the narrow roads were not suitable for the smooth movement of the bus. The overhead electric wires were tangled and causing hindrance. But as a team, we tackled the problems and reached the destination safely.



The school is well maintained, having proper water and electricity facilities, enough open space and the infrastructure is upto the mark. After reaching the school, firstly we had our lunch because we were running late. We were accommodated in the Multipurpose Cyclone Shelter which was inside the school itself. We were tired after the journey so we had rest and then gathered in the evening for discussion about the further events that had to be taken place the next day. The screening of all Nukkad Natakas to be performed was done and then we had our dinner.



Date: 06 March 2022

We wake up early in the morning at around 5.00 am. Then, we gathered in the playground of the school for the morning exercise. We ran 2 rounds of the playground and then did some warm up exercises together. We also did some stretching exercises. Then we had tea and gathered to go off for the “Prabhat Pheri”. In the Prabhat Pheri, we moved around the village with placards in our hands and created awareness among the villagers by continuous sloganeering. We also went nearby the Chilika Lake. We moved around the streets of the village for about 2-3 kms and also requested the villagers to join the cultural programme that is to be conducted in the evening on the same day.

Then, we returned back to the school and we had our breakfast. After that, we took rest for sometimes as were highly exhausted and then again gathered for “Shramadaan”. Our coordinator had decided that we should start the cleanliness programme from the place where we were staying. So, our group was allotted to clean the garden of the school. All the group members assisted together and we cleaned the way and the garden of the school’s premise. We had our lunch in the afternoon and then had rest. In the evening, we again assembled together and went to the streets of the village for the cultural programme. Many villagers had gathered to watch the programme. They were highly enthusiastic. Three programmes were conducted i.e. two dance and Nukkad Natak. First dance was performed by Kutica Das which was a semi classical dance. We could clearly see by the expressions of the villager that they were enjoying the dance performance. The dance was further followed by a Nukkad Natak by group 2. The central theme of the Drama was to stop intorciation. The drama was them followed by a sambalpuri dance by Anwasha Panda and Nitika Upadhyay. Then we returned back to the school again and had our dinner. After dinner our coordinator gave instructions for the activities to be conducted on the next day.

Date : 07.03.2022

In the morning at 7.00 am. We gathered in the school premise to depart for the prabhat pheri. In the prabhat pheri, we moved around the village with placards in our hands and

created awareness among the villages by continues sloganeering. Then we returned back to the school and we had our breakfast.

At 10.00 am it was the time for the school's assembly. We gathered and assembled for the prayer. The prayer lasted for about twenty minutes. Then we assembled for the formal inauguration of Working With Community : Semester VIII in the present of honorable Headmistress Mrs. Mamata Das and senior teacher Mr. Narendra Sethy and our coordinator Dr. Kalinga Ketaki. The hradmistress was felicitated and she welcomed us in the school. She also gave us several instructions to be followed in the school campus.

After the Prbhat Pheri, we cleaned the school's campus. After the lunch, we had a friendly cricket with children of this village. Although our batch won the game but the villagers were quite friendly and welcoming with us. They were putting efforts in communicating with us. Even though they were not very good in speaking hindi or any other language than odia.

After the Cricket match we continued with our practice of Nukkad Natak for our cultural activities. Some of our group mates even when to help the catering staff while preparing dinner. After that we sang, danced and spent a good time with each other.

Therefore, we thanked our coordinator Dr. Kalinga Ketaki and other cooperating teachers Prof. Itishree mam, Prof. Deepti Digal for their guidance and support.



We woke up at 5.30 am in the morning. After getting fresh we all gathered in the ground in from of the school around 6.30am. We did yoga for 25 minutes and took two rounds of the ground. After completing this exercise session we proceeded towards the kitchen area. Breakfast was given at 8.00 am. Our first meal of the day was idli with groundnut chutney and yellow pea curry. There we got ready for Prabhat Pheri by 8.45 am we once again gathered with our placards & banners. We left the school at 9.00am our rally took place in the village itself moving around the public places. The objective of

the rally was to create awareness among people regarding health, hygiene, cleanliness, women's right education & so on. By 10.45 am we came back to school and took rest around 1.00pm we had lunch. They served us rice, arhar dal, raita, chicken curry, bitter ground chips, papad and pickles. Before lunch at 11.30am we left for survey with our group, there were total 8 groups we went in different directions. We visited several houses asking questions as designed in the questionnaire regarding health and hygiene of the community. Gender Equality, population, Education, school resource etc. There were overall six activities and we completed four out of them.

After lunch, we took rest for an hour and half by 5.30pm a friendly cricket match was organized between RIE students and villagers. Men and little children from the village came to see the match with enthusiasm. After the match we played cricket and volleyball with our friends and teachers in the school campus. We enjoyed each and every activity of the day. In the evening we took tea and fitters along with green and red chutney. After having snacks our group completed the paper work of survey. We had dinner at 9.00 pm. Then we discussed about tommrrow plan and prepared the report of today. Last but not the least we are grateful of our teachers for their cooperation and the school staffs for their indiscriminate.

Date – 09.03.2022

The activities for the day began at 6.15am with morning exercise and yoga. We took rounds of jogging, did several exercise and suryapranam to boost our self for the day. After that we took rest for a while and gathered again at 7.30am for the Prabhat Pheri. We walked past the lanes of village and all the public place like market and community grounds with placards and banners for creating social and environmental awareness among the resident of Hatabaridihi village. Then we came back to the campus and cleaned our floor and washroom area with disinfectant to keep the area clean and hygiene. After taking rest for a while we went for the shnamdan activity in the nearby area with tools like bloom, garbage, collector, baskets and spade, we tried to clean every look and common of the area.

At 10.00 we left for the village survey and had healthy interaction with men, women and children of the area to acquire information as per the requirement of the programe. By 12.00 pm we finished the survey work and came back to the campus. We took lunch at 1.30 pm the meal was very nutritious and delicious. After lunch we took rest for one and half hour then around 4.00pm community sports activities were organized where both the villagers and students of RIE took part with great enthusiasm.

Around 4.30pm our respected principal prof. P.C. Agarwal sir and Dean of Research prof. B.N. Panda sir arrived at our place and enquired about our daily activities as apart of community work programe. In the evening they joined us as honourable guest in our programe. A Nukkad Natak an women empowerment. Our some classical, solo dance and two duet folk dance were performed. All of us including the villagers enjoyed

a lot in this mukkad gathering. By 8.00 pm we returned to the campus and after taking rest for a while gathered together to write the report of the entire day.

To conclude, all the activities of the day were completed successfully with active engagement of all the students and the coordinating teachers. We are grateful for being a part of this programme.

Date: 10.03.2022

We gathered in the school's playground for the morning exercise at 6.00 am. Today's morning seemed different than the rest day. Though, we were all exhausted but still everyone woke up with enthusiasm to start the day. We ran 2 rounds of the playfield and then did some warm up exercises together. Then, we had tea and gathered to go off for the Prabhat Pheri. In the Prabhat Pheri, we moved around the village with placards in our hands and created awareness among the villagers by continuous sloganeering. The villagers also joined the rally and created awareness.

Today, the group leaders went for a survey on regular teacher observation of respective high schools, where the group leader went with observation schedule and focused group discussion, questionnaire and observed social science (History) class.

Other students cleaned the streets of the village for the "Shramadaan". Group 8 was allotted to clean the bathroom that we were using in the school. We had our lunch in the afternoon and then had rest. In the evening, we gathered for community cricket match between the students of our institute and the villagers.

We had tea break and then went for the cultural programme. A mukkad natak on Panchayat Election, one group folk dance and a duet free style dance were performed in the cultural programme. All of us including the villagers enjoyed a lot in this mukkad gathering. We returned to the campus and after dinner, we gathered together to write the report of the entire day.

To conclude, all the activities of the day were completed successfully with active engagement of all the students and the coordinating teachers. We are grateful for being a part of this programme.

Date: 11.03.2022

We wake up early in the morning at 5.30 am with a hope of making our last day a memorable one. After the morning exercise of 20 minutes, we gathered around the school and got ourselves ready for the Prabhat Pheri. As it was our last day in "Hatabaridihi" the villagers had become prettily much familiar with our faces. They had a sweet smile in their faces and they were waving at us. After the breakfast, we got ourselves ready for the 'Shramadaan' and together we got cleaned the streets of the village.

After a little bit of rest, we were informed by our coordinator that we will visit Chilika which has 3 km away from our stay. We covered the distance by walking. We enjoyed the scenic beauty of the lake. It was really a treat to our eyes and a refreshing experience.

Finally, we returned to where we were staying and had our lunch. As our bus arrived we left for our Institute RIE.

Working with Community was one of the best learning experience for all of us. From the morning PT to cultural activities at the evening to sharing really found memories with our teachers and batch mates it has taught us a lot about life.

Especially the people in this village they were really helpful and sweet with us. We experienced the beauty of usual place and its innocence. Hatabaridihi will have a special place in our hearts forever.

Group – II

Date -05.03.2022

Venue- Hatabaradihi, Chilika

Working with community programme is a social awareness based programme where students are placed at rural areas of the state to conduct some awareness activities, cleanliness drive and cultural activities and most importantly to learn the dignity to labour.

We are placed at Hatabaradihi village of Chilika block, khordha for seven days. Our group members are Dev kumar, Nancy Chowdhury, prachismita Nayak (Leader) , Pratima Urma, Purnima Kumari and Smiriti Saraf.



We started our journey with 47 students in total at 12 noon from the Regional Institute of Education, Bhubaneswar. Programme coordinator Dr. Kalinga Ketaki, Dr. Itishree Dash and Ms. Deepti Diggal escorted us to this place.

We reached at Hatabaridhi around 3pm and had lunch after that we settled and relaxed for sometime. We were given total 3 rooms (2 rooms for girls and 1 room for boys) and separate bathroom in the cyclone shelter home in the high school premises. Rooms were tidy and spacious and bathrooms were clean.

We gathered at 6.00 pm and had tea and snacks. After that we practised for the street play and given instructions about the next day activities. We had a delicious dinner at 10.00 pm and dispersed.



Day – 1

Date- 06.03.2022

Venue – Hatabaradihi, Chilika

Working with Community programme is a social awareness based programme where students are placed at rural areas, of the state to conduct some awareness activities, cleanliness drive and cultural activities. Students are provided with opportunities to become knowledgeable in the field of community through new agent orientation, pre-service training session and bridge the gap between city and village community.

We are placed at Hatabaradihi village of Chilika block, odisha for 7 days. Our group consists of 6 members Dev kumar, Nancy Chowdhury, Prachismita Nayak(Leader), Pratima Urma , Purnima Kumari and Smiriti Saraf.

Our day started at 5.00 am followed by morning PET. Our group participated in physical exercise with great enthusiasm. We took a complete round of the ground for warm-up and did some exercise till 7.30 am. After that we had some tea and we went for Prabhat Pheri. We did a rally in the village with our classmates and teachers placards and slogans were focused on social and environmental issue like girl's education,

deforestation, health and hygiene, cleanliness and water conservation villagers also took interest and asked about our purposed which motivated us to work whole heartily.



Then we had breakfast at 10.00 am followed by a period rest for half an hour. After that we headed for Sharamdaan. We were provided with gloves, brooms, scabbards, and baskets. We cleaned the high school premises in which we are staying with our classmates. The campus was divided into parts and we cleared our parts with group one members. We completed the cleanliness drive by 12.00 noon. Then we went for bath and charge and had a scrumptious lunch at 1.00 pm.

We had time to rest to till 5.00 pm. Then we got ready to visit the village for cultural activities in the evening. One street play and two dance events were performed by our classmates. Villagers were gathered and praised our efforts. We returned to the cyclone shutter home in which we were staying by 9.00 pm. We had a delicious dinner at 9.30pm. Then we had a brief discussion with the group mates about the day. At the end of the day when we took back it was really an overwhelming and unforgettable day for us.



Date: 07.03.2022

The day began at 5am with yoga and meditation the fresh air and morning chant created a spiritual atmosphere in the school premises.

After that we had some tea and we went for prabhat pheri we did a rally in the village with placard and banners placard and Alogan were focused on social and Environmental issue like girls Education , deforestation , health hygiene , cleanliness and water conservation . villagers which motivated us to work whole heartedly

After that we headed for sharm daam .we could cleaned and swiped the ground floor of the shelter home . then we had poha in the breakfast at 9:30am and went for bath and change .



At 10 am we attended the morning assembly in the chilika government high school. The prayer unchanted and energised are heart with its great power . the teacher read out the news and look attendance of the students after that we had the inauguration ceremony of working with community . we gathered at meeting hall of school Mees Mamata Dash , the head master of the school was the chief guest of the inaugural ceremony . the programme was started by lightening the lamp and holy chants the teachers welcomed us with their heartfelt wishes Mees Mamata Dash ma'am. Mr Narendra Sir , Mr Deeti Diggal Ma'am and programme codinator Dr . Kalinga Ketki Sir shared their views on community work , introduced us to the norms of the school also analysed us to maintain the decorum of the school while staying in the school premises .

The programme continued till 12 Noon. Then we went for breakfast and a healthy lunch at 1:30pm

The next activity took place at 4pm it was a cricket match between villagers and our fellow class mate in which we won the we had tea and biscuits and relaxed for half an hour. Later we practiced for the plat (sheet play) and other cultural went till 9pm. We

had a delicious dinner at 10pm after which we gathered to plan the next day and dispersed at 11pm.



“WORKING WITH COMMUNITY REPORT” [Group. II]

Date: 08.03.22

Our day started at 6am with some physical exercise and yoga. Fresh air and meditation rejuvenated our body and soul. After that we had some tea and we went for prabhat pheri at 7am. We did a rally in the village with placards and banners. Placards and slogans were focused on social and environmental issues like girls' education, health and hygiene and cleanliness. Villagers took us in for some cultural activities. After that we cleaned our respective bathrooms then we had idli, curry and chutney for breakfast at 9am. We then went for a bath and change. At 10 am we gathered to attend the morning assembly in the Chilika Govt High School.

Then we went for a survey to the nearby villages. Our group visited Gainada village with Ms. Deepthi Diggal Ma'am for our survey. The people of the village were humble and cooperative. They answered every question patiently. Some of them even shared their problems with us and we tried our best to give them effective solutions. After visiting 8 households we came back to our respective place at 12 o'clock. Then we had our lunch at 1pm and relaxed.



The next activity took place at 4:30pm it was a friendly cricket match between the village and our fellow classmates in which the villagers won. Then we had tea and pokoda and relaxed for half an hour.

Later we practiced for the street play and other cultural events till 9pm. We had a brief discussion with our group mates and went through the survey report.

We had a delicious dinner at 10pm after which we gathered to plan for the next day and dispersed at 11pm.

Date: 09.03.2022

Day 5th started at 6.00 am followed by morning PET. Our group participated in Physical exercise with great enthusiasm. We took a complete round of the ground for warm up and did some exercises and yoga till 7.00 am. After that we headed for Shramdaan. We were provided with gloves, brooms, baskets. We cleaned the high school premises in which we are staying.

Then we had breakfast at 9.00 am and prepared for the next activity. We left for survey at 10.00 am. Today we visited Odisha, Adarsh Vidyalaya, Gainada of Chilika Block and completed the school related survey and interacted with the students as well. Then we came back to village and interacted with parents about RTE act. We completed the survey by 12.00 noon a return to our respective places. Then we had scrumptious lunch at 1.00 pm.



We relaxed till 4.00 pm. Then we got ready to visit the village for cultural activities in the evening. Today Prof. P. C. Agarwal, Principal, RIE, Bhubaneswar and Prof. B. N. Panda, Dean of Research visited us and joined in the cultural programme. One street play and three dance events were performed by us and our fellow classmates. We tried our best to create awareness among villagers on the issues of woman empowerment and they praised our efforts.

We returned to the cyclone shelter home in which we are staying by 8.00 pm. We had a delicious dinner at 9.30 pm. Then we had a brief discussion with the group mates about the day and planned the next day ahead. At the end of the day when we look back it was really an overwhelming and unforgettable day for us. We dispersed at 10.30 pm.



Date: 10.03.2022

Our 6th day started at 6.00 pm flowed by morning PET. We took a complete round of the ground for warm up and did some exercises and yoga till 7.00 am. After that we headed for Shramdaan. We were provided with gloves, brooms, baskets and spades. We cleaned the village and places around Chilika Govt. High School.

Then we had Poha in the breakfast at 9.00 am and prepared for the next activity. We went to nearby primary school and the high school for classroom observation at 11.00 am. We observed two periods in class-IX and Class-X. Then we went to village and interacted with parents about RTE act and returned to our respective places at 12.00 O'clock. Then we had scrumptious lunch at 2.00 pm.

We relaxed till 5.00 pm. Then we got ready to visit the village for cultural activities in the evening. Today Mr. Ashok Kumar Sir joined us in the cultural programme and motivated us. The former teacher Akshay Sir also joined us and encouraged us. One street play about election campaign and two dance performances were performed by our fellow classmates. We tried our best to create awareness among the villagers on the issues of election and casting vote to the right candidate. The residents of Hatabaradihi village praised our efforts and even distributed cold drinks to appreciate our hard work.

We returned to the cyclone shelter home in which we are staying by 9.30 pm. We had a delicious dinner around 10.00 pm. Then we had a brief discussion with the groupmates about the day and planned the next day ahead and dispersed at 11.00 pm.



Date: 11.03.2022

Today is the last and 7th day of 'Working With Community' programme. Our day started at 6.00 am. We did some physical exercise and meditation. The fresh morning air and meditation filled our heart with joy and peacefulness. At 7.00 am we gathered for prabhat pheri. We took a complete around of village and spread awareness about girl's education,

water conservation, safe drinking water, blood donation, use of toilet and cleanliness and hygiene. Our the rally was ever we headed towards chilika jetty near Harabaridihi village. Asethetic morning view of the chilika lake, surrounded by fisher men and boats and different types of local and migratory birds was overwhelming. After spending some time there we came back to the high school. We had breakfast around 9.30 to 10.00 am. After that we had a brief discussion about the last seven days we spent here. We did the writing part of survey and took rest.

We had a scrumptious lunch at 1.00pm and relaxed for some time. Within few hours we left for the college.

After all we had a great time and learning opportunity while working with the residents of Hatabaradihi. Some of them cooperated and guided us and bestowed us with love and most importantly tried to learn from the awareness based street-plays. This programme helped to enhance our skills and introduced us to a complete new community. The programme was successfully completed and helped us to learn many new things.

Group – III

Date: 05.03.2022

Community Work:

Community Service is unpaid work performed by a person a group of people for the benefit and betterment of their community without any form of compensation. It is a type of activity practiced by people to help the community. It is a major part of B.Ed. Program.

A New Journey Begins (11.40 am):

The sun was normal but the shining was different. It marked a new day. The bus arrived at the hostel gate and we boys took all seats. The girls were already seated before us. We took all the necessary tools and accessories. The Bus left the college at 12.20 pm

to safer suru hogaya

The Journey – 12.20 to 2.30:

I was sitting in the front row of the bus and the bus was moving steadily. We were enjoying the song played and the journey became memorable.

@ Hum jo chalnay lagay.



Visit to the School – 2.30 pm:

We all arrived at our destination. Although the journey was awesome but we were all exhausted. First we had our lunch and then we were assigned the rooms. The boys got 1 room to share among 14 while girls got 3 rooms to share among 33. We all cleaned our room and arranged the beddings.

* lets make this house a home.

Early Evening – 5.30 pm:

A meeting was

Late Evening – 8.00 pm:

After the meeting was our,

Conclusion:

Wow !!! the perfect word to explain the

Date: 06.03.2022

Report

Morning – 5.00 am:

We wake up at very early morning to begin our day with full energy and refreshment. As we know all that “Early to bed and Early to rise” makes a man healthy, wealthy and wise, although it was difficult at first but by the mercy of our lord and the will power with in empowered us all.

Yoga & PET – 6.00 am:

We all assembled at the playground and became ready for the yoga and exercise. First of all we completed 3 laps around the ground to warm up. Then yoga followed by PT exercise.



Prabhat Pheri – 6.30 am:

All the groups assembled at Entrance of the school gate and our journey of men experiences started which are as follows.

Tour Around: We started from school gate towards the village and followed our course back. We also show to presentations, pamphlets, posters etc to the village. We will visit Chilika lake was a thought which today came true.

Interaction: We had a lot of interaction with the people of all ages. As we know “Baache man ke sacche” we also invited them to our Nukkad Natak event.

Cleaning Session – 9.30 am:

We all assembled in the garden and our respected Sir informed and gave us the instruction. We collected our equipments and our group was assigned a particular spot and the cleaning started. I Manasmita, Akansha, Shivas along with other contributed and our efforts were successful.

Swachh Bharat Abhiyan.



Afternoon – 1.45 pm:

After lunch we practiced our Nukkad Natak and improved and enhanced the play. It was a great moment which cannot be explained in words and be noted down.

Late Evening – 7.30 pm:

Finally, our Nukkad Natak came into reality and it was performed at the centre of the village people were very curious and excited. They made us feel we were celebrated. The play was our theme and it hit the hearts around and gave them the message. It contained a solo dance by Kritica and Duo by Anwesha and Ritwika was like keeling the lake.

Conclusion: After all the events we were very exhausted but the inner spirit was holding us straight which got open had by the moments I shared with my friends. Thanks you God for this.

Date: 07.03.2022

Morning – 5.00 am:

As the previous day we all wake up at early morning. I went to the ground where the grass was green and fresh. It is an old saying that walking bare foot on grass is healthy and good for our eyes. The feel of blade of grass enlightened me from foot to top. .

Prabhat Pheri – 6.00 am:

The redness in the sky was still young when we left for the rally today. The fresh air showing us the path and the sunshine morning the inner spirit. The work started early and we got a lot of people to interact with because villages got up early.

@ The Early bird gets the worm.

Shramdaan – 8.30 am:

Cleanliness must not be only limited to our houses but it must also around us. A mess spot was assigned to our group and the cleaning process began. Manasmita and Shujani broomed the ground with broom. I and Akansha collected the leaves and dumped them outside the school which would after some time become vermin compost.

* Two aim one



Morning Assembly – 10.00 am:

It was the first working day of week the childrens were gathering in the Assembly Hall. The assembly started with the morning prayer followed by National Anthem and Attendance. The students were very disciplined.

How is the Josh?!!!

Inauguration Memory – 10.30 am:

We all assembled in the Auditorium and the ceremony started at 11.00 O'clock. The Principal of the school Mamta Das addressed the rules and regulations of the school. Our batchmate Sakshi continued the event and explained about the school profile and the purpose of community work.

Cricket Match – 4.00 pm:

As the afternoon was about to end. The rays of the sun feels warm by the mercy of our body. The dust of the ground calling us to start the game. We won the toss and decided to bat first. The score graph during the first 5 overs were as steady as plain which gave both to tension of losing the match. But thank God Dell and Prahalad made the graph as steep

as Himalays which resulted in score of 112. The second inning ended in 108 and we won by 4 runs.



Dawn Tour: 7.00 pm:

After the match has ended I decided to take a tou around the campus to explore something unusual and the results were underciabable.

* Some shines, some dart.

Date: 08.03.2022

Morning – 5.00 am:

As usual I wake up at 5.00 O'clock in the early morning and took a walk around the ground. The morning mist and the dancing dell mate the scene beautiful and new completed 10 laps while enjoying the radio along with the music. The beat of song and tough of grass made my spirit rise up so high.

Survey Phase – 10.00 am:

After we all were ready and equipped with the equipments and the tools. Our respected sir told us to assemble in the ground. Each group were given a participate sector of the village. Group 1 to 5 were send towards the west while group 6 to 8 towards the East. We the 5 members started our journey. We reached first at a pucca houses and the people undemand us. Manasmita asked the question because she is the only one who knows Odia fluently and we completed our 1st paper. Then we moved to other house few yards away. I was literally surprised by the look of and of the house being built in such remote and usual area. We completed our paper 2nd followed by 3rd and 4th houses. At last we met with maam who gave us treat of cold drinks in the nearby shop. While taking the sip from the drink. It was very funny watching Akamsha interacting with the small kids sitting nearby.

Service to mankind is service to God.

2nd Cricket Match – 4.00 pm:

The spirit and visually can be clearly seen in the eyes of both the teams. The opponent won the toss and choose to bat. There were new faces which were not seen before. The 1st inning ended with score of 130 which was a big target which we faced to achieve because the bowling was the strength point of our opponent. They have learned from the mistake and they know our weakness.

Cleaning Washrooms – 5.00 pm:

While we the boys were playing cricket. The girls from our group and group 4 were busy in cleaning the washrooms. Akansha and Swani contributed a lot and the result was satisfactory.

* cleanliness is a part of life.



Conclusion:

Today was really the busiest day but somehow thank God we did it. The day was full of spirit and the night was very calm and sweet.

Date: 09.03.2022

Morning – 4.00 am:

I was nit so early but something was different today I was unable to even stand in a stable manner grew something was nit might and hence my prediction some time. I had fallen suck and our teacher told me to have to have a day off and take bed rest.

Survey Phase – 10.00 am:

While I was lying helpless in the bed. My other team mates were prepared fo the survey. They started then journey along with the other group and completed the numeracy activities. They visited 4 houses followed by returning to the school at 12.00 Noon.

(a) If you want to go long, travel alone of you want to go short, travel together.

3rd Cricket Match – 4.00 pm:

I was fed of up lying in the bed therefore I collected my strength which was left and dragged myself towards the ground. We won the toss and decided to bat and scored 120. The 2nd innings was in our favor until a new villain around and scored 59 in 3 over which smashed our smatched the cup from us.

- Never underestimate your enemy

Conclusion:

A great lesson of my life that every time things doesn't as you wish. How well you plan and you prepare the things can go other way . The misunderstanding, tension, over thinking, grudge at makes the world look we hell to someone's eye.

- Life is like sine's graph.

Nukkad Natak -2:

In the evening we all assembled in the ground and our Honorable Principal sir along with respected B.N. Panda sir arrived at our school. We all marched towards the site where our event was going to be held. The 1st event was performed by solo dance followed by the Nukkad Natak themed struggles of woman which courage several problems a woman face. The last event was duo dance by Tshering and nanyakta all the programs were very well received and appreciated.

Date: 10.03.2022

Morning – 5.00 am:

Still feeling weak but the inner spirit has been healed I took bath to make myself fresh and acuter. Completed my laps with some intervals and exercised to make the body emerged followed by the breakfast.

School Survey – 11.00 am:

As a group leader I was appointed for the survey of school but since I was ill I was assigned the school in which I was staying. I along with our coordinator sir went to principal's office to get the permission to do the survey. The principal was very humble and noble. She was delighted and very..... addressed me to do the survey in her school. It was an golden opportunity to interact with the students of model school of Odisha. I entered the campus along with my batchmate Pratima because she was nature of Odisha and known Odia very well.

The first class I visited was class 9 A followed by 9 B, 10A and 10B. The students were very interactive. Although there was language barrier between me and the students as

I don't know Odia in same way they learn a very little Hindi. But fortunately the interaction was very good and I completed it by help of Pratima.

A friend in need is friend indeed.

Nukkad Natak -3 (7.00 pm):

We all assembled in the ground to move towards the spot where our last Nukkad Natak event was to held. I now of boys along with 2 rows of girls marked their way towards the spot / area.



The first event was group dance performed by Snyukta, Tsheing and Prakasini. It was very well received by the audience. Then the Nukkad Natak began whose topic was giving vote to rightful and honest candidate. Two members from our group Shalini and Akasha were in the play. The play was the instant hit followed by duo dance done by Prahalad and Rakesh. At last we all danced with the villagers and they gave us the treat of cold drinks.

Conclusion:

It was the great day that we all enjoyed to our fullest and a very memorable day. At the late evening some of our batchmates played Antashchari and I found myself very lucky and fortunate to have such batchmates. Thanks lord for such beautiful and memorable experience.

Date: 11.03.2022

Morning – 5.00 am:

The last day, the last walk made me feel sad but everything has to be end. I started the lap moving slowly but after 5 laps the speed increased tremendously. The results were astonishing but also unexpected. Completed 3 laps within I minute was my best lap time I achieved today. The best, final and last lap that I had in this awesome place.

everything that starts must also be ended.

Trip to Chilika Lake – 7.00 am:

We all assembled in the ground and were ready to receive our which was trip to Chilika lake. We all started our march and reached the destination.

“The God welled” was the first phase that came out automatically when I saw the most beautiful Sea of Chilika. The Hou..... where the sky meet the seas it looks provided a glamorous look we all were amazed and happy to get change to visit this place. We saw boats, fishes, fishermen etc. we also took photos with each other.



Departure -2.00 pm :

Finally, our community work was successfully completed. Although we were belong this place but the memories are which we are taking along with us.

* Jindegi Na milagi Dobarā.

Conclusion:

We all enjoyed very well. Especially I experienced something new which has changed me internally and appeared externally. These events like multicultural, Internship and Community work has encouraged us and gave us the knowledge and experience we needed the most to be a good teacher. Hope so waiting for more journey like this. At last I want to thank my lord, this Institution. Our respected coordinator sir, my group and my batchmates for giving me and us such a beautiful and memorable experiences.

Dil mange more!!!.



Group – IV

Today 5th March, 2022 all students of BA.Bed we started our journey of community work programme which was allotted to us in Hatabaradihi, Odisha.

We started our trip from Bhubaneswar to Hatabaradihi at 12.15pm and reached our destination at 3.00pm on 5th March,2022 by a bus.

After we dropped of at our destination, we were terribly exhausted so the first thing we did was to have lunch then later after taking rest for 3 hours in the morning.



We all gathered together and had a brief discussion about the 7 day schedule of our community work programme.

The gathering included all the 47 students of BA.Bed 4th year 8th semester, Dr. Kalinga Ketaki, Dr. Itishree Dash, Dr. Deepti Digal, Akhay sir and the alumni of the school we were allocated to. the discussion situated with vote of thanks by Dr. Kalinga Ketki sir for akhay sir and Barbor sir, alumni of the Govt. High School, Hatabaradihi.

Then we discussed in certain about the different activities each group need to do starting from PT in the morning, nukkad natak to survey and even the cultural programme.

At the end of the day, we all three groups showed our nukkad natak to our teachers and they took a lot of initiative to enhance and modify our natak.

Then we had our dinner together with our professors and Akhay sir and then we took proper rest for our next day.



The Community work programme enable the students teachers to –

- Acquaint the students – teachers with the factors working within the community, society that is knowledge of social reality.
- Arouse the interest in the social and economic re-construction of the country.
- Prepare youth for sustainable development.

We were assigned chilika Government High school, Hatabaradihi, Odisha. We were allotted Hatabaradihi cyclone relief camp for 7days of our community work for our guidance and proper conduct of working with the community , Dr. Kaling Ketaki, Dr. Itishree Dash, and Dr. Deepti Digal were with us.



Today, March 6th, 2022, we started our day in the following day –

- Physical Training – (6.30-7.30)- For the successful conduct of physical training and stretching we started with 800m jog, following with
 - Surya Namaskar
 - Stretching
 - Other physical exercise
- Morning Rally (Prabhat Pheri)- (8.30-9.30)- The objective of morning rally is to aware the localities about social and environmental issues with the help of slogans and banners. During the same we invited them for our cultural event.
- Cleanliness Drive (Sharamdan)- (10.30-12.30) During this activity we cleared our designated spot. We were provided cap, mask and gloves. With the help of spade, broom and 2baskets. We cleared the side of the building we collected plastic wrappers, papers, broken glasses, bottles and other useless plant.
- Cultural Event – The central focus of the whole community work was the cultural event which was performed by us, to entertain the localities about different tradition like mixture of Kathak and contemporary i.e. Semi-Classical and Sambalpuri Dance. Also, spread awareness among them about different social and environmental issues like addition through Nukkad Natak.



Community Work Survey

A community is a group of people living in a particular place, area, etc. commonly they interact regularly at different fronts and training that results in the development of an intricately woven relationship with their environment and among themselves. The role of community service is to communicate with the community at multiple levels and areas through different means to understand the individuals who constitute the community and in the process help them as well in those said areas through building awareness among them in specific areas.

We group No. 4- (Sheetal, Mahesh, Shakshi, Shourjadi and Neha)

Today, 7th March 2022 we started our day in the following ways:-

- All the groups members attended the morning P.T. the physical exercises were done in a successful manner, we started with 800 meter jogging and also did exercises such as Surya Namaskar, Stretching & Other Physical exercises.
- Morning Rally (Prabhat Pheri – 8.30 am to 9.30 am)
The objectives of morning rally is to aware the localities and the societies about the environmental issues with the help of slogans and banners. It was done in order to spread positive message and also to bring awareness among people.



- Cleanliness Drive (Shramdan – 10.30 am to 1.30 pm)
In this activity all the groups were given different spots to clean and the members of the groups actively took part in cleaning the surrounding. We cleaned the garbages and unwanted wastes with the help of spades, broom, baskets and sticks. After cleaning all the wastes were disposed at a proper place.
- Cricket match between localities and RIE boys:- 4.30 pm to 6.30 pm
A cricket match was held between the local boys of Hatabaridihi village and RIE boys. It was an interesting match in which the local people of the villages also came and enjoyed the match. Both the team played very well. Highest run in the match was scored by Dev Kumar and Finally RIE, B.A. B.Ed. boys won the match by four runs.
- Convention with Head master and other staff members of Government High School, Hatabaradihi. 11.30 am to 12.45 pm
There were a short get together for formal introduction of the Head master and the staff members of our School.

The convention started with lighting the lamp and then the Headmaster Mrs. Mamata Das was asked to encourage and welcome the students of RIE, BBSR later Dr. Kalinga Ketki sir said few words of appreciation for the cooperating members of the school and the Headmaster to give us this golden opportunity to work with Community.

Working with Community: Daily Report

The following are the details of the day and under the working with the community programme.

- Physical Training : 6.30 am to 7.30 am)

The purpose of the physical training is to increase endurance and strength improve flexibility and refine coordination, thus achieving a harmoniously developed body.

- The Physical training started at usual time and all group member attended it. The morning jog was increased today to two rounds of the school ground, approximately 1600 m. It was followed by exercises for wrist, arm, jumps, rotations breathing exercises and other warm up exercises. The training was ended with all the students doing “SURYANAMASKAR”.

Morning Rally (Prabhat Pheri) 8.30pm to 9.30 pm



The purpose of morning rally is to raise awareness about various political Social, economical and health relate environmental health related issues. All the group members joined the rally Banners and placards even held and slogans were voiced to alert the villagers. This time the members tried to communicate which the villager.

This time the members tried to communicate with the villagers to inform them about issues like – 6 code deviation. Sanitation issues population explosion. Pallutions, AIDS, and such .

- Survey C10.30am to 12.30 pm
- Today was the first day of the survey that was conducted by the group. The objective was to ask a structured set of questions to reveal their lifestyle (Health and Hygene), their opinions on topic: Gender Equality Human resources and most importantly on Education _ RTE Act 2010 and literacy in a house of the house members. All the students were assembled and given 6 set of questionnaires on different topics ranging from hygiene to knowledge about right and Govt. schemes to current situation of primary schools.

The group started the survey in the assigned location. All the sections of society as well as income classes and so an ever asked question to study better. Rapport were made and first hand information were collected by observation method and questionnaire method.

The people reacted differently. Some of them were defensive and restricted communication and others were free to answer and cooperated fully. Most people kept silent on topic of gender equality and interiacants and others were confused on RTE Act 2010 although at the end, they were briefed on the act for information and knowledge.

- Cleanliness Drive (Shramadaan- 4.30 pm to 5.30 pm)

After cleaning the campus and the area surrounding the main building, it was instructed to clean bathroom. The purpose of such activity is to learn to clean one step by step and it should begin from one's own house.

The group consists of 4 girls and 1 boy. The girls were instructed to clean female toilets and bathroom and like wise for the boy. Broom and phenyl were provided and the task was completed by another group no-3. Both toilets and bathroom along with common area and basins were brushed and later sanitized by phenyl.

Cricket match (04.30pm-6.00pm)

A cricket match was held between the RIE boys and villagers. All the students and the localities came and enjoyed the match. After the last match, this match was a prepared one. Both teams were ready for a tough match. Thus it was an interesting one to watch. Although both the teams were good one, ROE team lost to to localite team by 14 runs. This was a good turn as it should the talent of the young boys of the village.

Today, 9th March 2022, all students of B.A.Bed , we started our day by exercise i.e. the morning warm up before going to Prbhat Pheri. The activities were somewhat like this way-

- Physical Training – (6.30-7.30)- For the successful conduct of physical training and stretching we started with 800m jog, following with.
 - Surya Namaskar
 - Stretching
 - Other physical exercise
- Morning Rally (Prabhat Pheri – 8.30 am to 9.30 am)

The objective of morning rally is to aware the localities about social and environmental issues with the help of slogans and Banners. During the same we invited them four cultural event.
- Cleanliness Drive (Shramdaan – 10.30 am to 12.30 pm)

During this activity we cleaned our designated spot. We were provided cap, mask-N-95 and Gloves with the help of spade, broom and 2 baskets, we cleaned the side of the building, we collected plastic wrappers, papers, broken glasses, bottles and other useless plant.
- Survey (in houses and school – 2.00 pm to 4.00 pm)

We went to several houses at first in the Hatibaradihi village itself. We asked questions which were there in our questionnaire provided to us. Such as number of family members, source of income, education qualification, age structure, facilities available in the house (electricity, water, bathroom etc.)



Then we went to school for our further enquiry of questions i.e. area of the school, name of headmaster / headmistress, number of teachers working in the school, number of vacancies, number of students (boys & girls), during water and toilet facilities, staff common room, labs etc. about parent teachers meeting etc.

- Cultural Event

The central focus of the whole community work was the cultural event which was performed by us, to entertain. The localities about different tradition like mixture of and contemporary i.e. semi-classical and Sambalpur Dance. Also spread awareness among them about different Social and environmental issues like addition through Nukkad Natak.

In this programme our honorable Principal of R.I.E, Bhubaneswar visited the village Hatabaradihi, which was indeed a pleasure for us. He witnessed the programme, enjoyed and appreciated it and blessed us.

Date: 13.03.2022

Community work is a planned process to mobilize communities to use their own social structures and resources to address their own problems and achieve their objectives.



Community work focuses on participation and posters empowerment, emancipation and changes through collective action. The community work programme enable teachers to.

- Acquaint the student teachers with the factors working within the community society that is knowledge of social reality. Today 10th March 2022 we group No. 4 Sheetal, Mahesh, Shakshi, Shourjadi and Neha started our day in following ways.
- Physical Training: 6.30 am to 7.30 am.
 - For the successful conduct of physical training we had various types of exercises, such as Surya Namaskar, Stretching, Running etc.
- Morning Rally (Prabhat Pheri) – 8.30 am to 9.30 am
We had morning rally in which all the student were engaged and created awareness among the villagers. Positive and logical messages were spreads to the villagers.
- Cleanliness Drive (shramdan) (10.30-12.30) –
During this activity all the students along with RIE teachers started cleaning he nearby surrounding of the villages, villagers also took keen interest in observing the way we were cleaning. The main objective of cleanliness was to remain free from any kind of diseases and also to keep the surrounding clean.
- Cricket match between localities and RIE boys; (3.30-5.00)
A cricket match was held between the local boys of Hatabaridihi village, and RIE boys. Villagers played very well and won by ten runs.
- Cultural Event :
A culture is a way of life shared by a large group of people. Culture is what is taught by a large group to its member. A Nukkad Natak was held by group no - 1 in which the main theme was was election. The group performed very will and were successful in making the villagers to understand and the importance of vote and good M.L.A. Dance and songs were also performed by RIE students. The villagers enjoyed a lot and at the same time understood the messages behind the nukkad natak.

Date: 11.03.2022



➔ Morning Exercise – 6.00 am

For the successful conduct of physical training and stretching we started with 800 meter jog following with yoga exercises and other stretching exercises.

➔ Morning Rally (Prabhat Pheri -8.00 am to 9.00 am)

For the successful conduct of awareness programme, morning rally was done to aware the localities about social and environmental issues with the help of slogans and banners.

➔ Chilika Visit : 9.00 am to 10.00 am

During Prabhat Pheri we took a little tour to the Chilika to enjoy the geographical location of the place and to learn about the fishing culture and different tradition.

➔ Cleanliness Drive (Shramdaan- 10.00 am to 12.30 pm)

During this activity we cleaned our surrounding area of village with the help of different tools we cleaned the village, collected plastics and other useless plants.

Therefore, with this we have completed our journey of working with the community programme from 05.03.2022 to 11.03.2022 and we have learned a lot.



Group – V

Date: 05.03.2022

Reporting Day

On this day we reported at Hatabaridihi. The students of Semester-8, B.A. B.Ed., RIE, Bhubaneswar, left the college campus at 12.00 pm along with their escort teachers for the working with community programme scheduled from 05.03.2022 to 11.03.2022. A bus with the capacity of 50 seats was loaded with the luggage's of the students and teachers and necessary items for catering provided by Maa Tarini Catering Service, Bhubaneswar.



The two and half hours journey in the bus was covered by road complete discipline was maintained by the students on their arrival at high school, Chilika, Hatabaradihi. Unloading the luggage from the bus was followed by a hearty and healthy lunch at school premises. Proper management of paper plate disposal and water facility was provided.

The students were accommodated in the cyclone relief shelter in the school permises two separate rooms for female students and 1 room for male students. The three escorts teachers from RIE, Bhubaneswar were provided separate rooms near the students accommodation . Mattresses and pillows Along with their covers were provided by the school. The rooms were fully ventilated and well furnished with electricity and 4 fans and lights.

At evening, the students were provided were evening snacks and they practiced for their cultural events such as nukkad natak and dances. The dinner was followed by instructions for the event to conducted the next day and by 11.00 am. The students went to bed and escorting teachers covered up the building to avoid any misshaping.



Date: 06.03.2022

It is working with community and not working for community. It means one has to learn how to work with community members. It is a way of socializing with an unknown community; a process of learning something new form the community about its customs and traditions and of course about its ways of living.



WORK ACTIVITIES : DAY-1

- On 6th March,2022 . All the students assembled in the playground of Chilika High School, Hatabaradihi for physical exercise.
- We are placed for 7days . Our group consist of 6 members Prashant kumar Paswan, Parhald Oraon, Kirti ranjan, Pravasini Behera, Krishna Tudu, Santosini Sahoo.
- Our day started at 5am followed by morning PET.
- Our group participated in physical exercise with great ehthusiasm.
- We took a complete round of the ground for warm up and did some exercise including Surya Namaskar till 7.30am.
- After that we had some tea and we went for prabhat pheri.
- We did a rally in the village with placards and banners. Placards and slogans were focused on social and environmental issues like cleanliness, girls education, deforestation, health and hygiene and water conservation.

- Villagers took interest and asked about our purpose which motivated us to work wholeheartedly.
- Then we had our breakfast at 10.00 am and took some rest for half an hour.
- After that we headed for “Shramdaan”. We were provided with gloves, brooms m scabbards and baskets.
- We cleaned the high school premises in which we are staying. We completed the cleanliness drive by 12.00 Noon.
- Then we got ready to visit the village for cultural activities in the evening. One street play and two dance activities were performed by our classmates.
- Villagers were gathered and praised our efforts. We returned to the cyclone shelter home in which we are staying by 9.00pm.
- We had a delicious dinner at 9.30pm. Then we had a brief discussion with the group mates about the day.
- At the end of the day when we look back it was really an overwhelming and unforgettable day for us . The day had ended in a happy note.



Date : 07.03.2022

The daylight of the 3rd day of the working with the community programme for B.A.B.Ed 8th semester begin with the rigorous PT drill.

- Energetic participation of every students was ensured by the programme coordinator Dr. Kalinga Ketki and assistant professor escorting the students.
- A warm up round at 600m race was followed by yoga and different exercises.
- After PT drill all the student – teachers gathered at school premises for Prabhat Pheri.
- Everyone holding posters and raising slogans entered into the streets of the village.
- The slogans were written by the students which highlighted the issues of women empowerment health and hygiene.
- Prabhat Pheri programme by inviting the children and villagers for the upcoming cricket match scheduled at 4 pm at eh Hatabaradihi play ground.

- An instructed by the programme coordinator and the head mistress of the Hatabaradihi high school smt. Mamata Dash, all the student teachers.
- The students had there hearty meal at 2.30 pm separate meals were prepared for the students who prepared for the students who preferred vegetarian and non-vegetarian meals separately.
- A friendly cricket match was played between RIE students and locals at 4.30.
- The match helped building a healthy interaction with locals.
- Both the teams played very enthusiastically and made it an edge to edge match and finally team RIE won the match.
- Tea and biscuits bread at the evening was a relief for the students after a fire some day light schedule.
- The clear starlit sky and cold breeze marked the indication that the day had come to an end and get it signed by the programme corrndintator.
- The entire evening was spent by various groups practicing their different cultural activities such as nukkad natak and group dance.
- The coordinator instructed the students about the activities for the next day and after at 9.30pm it was called a day at nearly 11.00pm.

Date : 08.03.2022

The morning physical exercise marked the beginning of the day for the students residing at high school, Chilika, Hatabaridihi for their working with community programme. The rising sun welcomed by the students with their public demonstration of awareness rally known as Prabhat Pheri. On return to the school premises, the students had their healthy breakfast.

At 10.30 am the students were informed to complete their necessary details for their survey by asking the provided questions in the questionnaire and return back to the campus by 12.00 pm. The escorting teachers and the programme coordinator kept check on the health of the students as the weather was harsh with scorching sun and warm and dry climate.

After the students had their lunch, a friendly cricket match was organized between the villagers of Hatabaridihi and the students of RIE, Bhubaneswar. The match marked hearty participation by the spectators and full of life and energy. Both the teams skillfully executed their sports menship and the watch won by the villagers of Hatabaridihi by setting a target of 117.

The evening in the village was beautifully painted by vibrant hues in the say. After a short snacks break the students of group 3 in Nukkad Natak depicting the conditions of women in the society practiced their nukkad natak on the occasion of international women's day. The tasty dinner at night along with instructions for the upcoming day marked the end of another hectic but inferential day in the life of the students.

After the cultural programme, we returned to the cyclone shelter by 8.00 pm. Then we had a delicious dinner at 9.30 pm. Then we had a brief discussion with the groupmates about the day and had a discussion for the next day. The day ended a san unforgettable day for us. We dispersed at 10.30 pm.



Date: 09.03.2022

The fifth day of our community programme begun at 6.00 pm. We had assembled in the school ground for morning PET. Those exercises and yoga brought a great enthusiasm within us for our next events. We took complete round of the ground for warm up and yoga till 7.00 am. After a short break at 30 minutes, we headed for Shramdaan along with other students to clean the high school premises in which we are staying. We were provided with gloves, brooms and baskets etc.

After a short break of 15 minutes, we headed for breakfast at 9.00 am. After having the Puri, Sabji, we left for the Survey work at 10.00 am. We visited the Gainada Primary School, Gainada, which is just 2 km away from our school. After the collecting the required information from the villagers and we interacted with the student as well at least for 30 minutes. Then we returned back to the village and interacted with the parents about RTE Act. We completed the Survey by 12.00 noon and returned to our perspective place. Then we had our delicious lunch at 1.00 pm prepared by the “Maa Tarini Catering Service.



We relaxed till 4.00 pm then we got ready to visit the village for the further cultural activities in the evening. Dr. P.C. Agarwal, Principal RIE, Bhubaneswar along with Prof. B. N. Panda, Dean of Research joined us in the cultural programme. Three dance programme as well as one street play were performed by our fellow classmates. The major theme of the street play was based on the 'Health and Hygiene' and 'Women Empowerment' issues. The villagers praised and appreciated our efforts as well as our teachers and Principal.

Date: 10.03.2022

Day-6

The day started with morning PET at main playground of Chilika High School, Hatabaradihi. All the students along with program coordinator were present in the PET at 6.00 am.

Morning PET included activities like running 600 meter, different activities / exercises and yoga. After PET all the student gathered for Prabhat Pheri at 8.00 am.



In Prabhat Pheri slogans were raised for social awareness on cleanliness and women empowerment and girls education.

Students went through the streets of Gainada village. After Prabhat Pheri students took their breakfast at 9.00 am.

At 10.00 am all the students gathered for cleanliness campaign in the village. All the students were divided into 3 groups and were assigned different parts of the village for cleaning the surroundings.

All the groups were led by one professor and one local guide each. Mr. Ashok Kumar Pandit Sir, Babun Bhai helped in selecting the site for cleanliness.

Instrument provided by the college were used by the students. These included Broome, basket. The villagers also joined the students in the cleanliness program very enthusiastically.



At the end of the cleanliness program all the students took some rest and after that had their lunch. Then again gathered for the next activity i.e. survey. Like yesterday each group moved into the village for the purpose of data collection. Our group members went into Gainada village and surveyed 6 houses. The response from villagers were different in each house.

After the survey students took some rest and then the students move to the Gainada village for the cultural activity i.e. dance and one nukkad natak. After that students had their dinner.

The day ended with a happy note.

Date: 11.03.2022

The last day of our community work programme started as we have already planned it a day earlier. We wake up at 6.00 am and prepared ourselves for upcoming events. We all gathered in School ground, after taking tea-biscuit, for visiting “Asia’s Largest saltwater inland lagoon, i.e. Chilika Lake, although we visited the fishing ground of the lake not the main spot. The distance we covered was 1.5 km and we walked it in nearly 20 minutes, which was really fun. While walking from Hatabaradihi High School to the lake, we came across many nature scenic beauties and village beauty, we saw crabs and fishes, experience was heavenly. At 9.00 am students at their breakfast and packed their luggage as they had to report back to the college i.e. Regional Institute of Education, Bhubaneswar, Odisha.



At 12.00 noon, the CRs (Class Representatives) of B.A. B.Ed. 8th Semester, 4th year, 2021-22, Dev Kumar and Tattwamasi Singh, collected all the report of 'Working with the community programme' Scheduled from 5th March 2022 to 11th March 2022.

The reports were submitted to the programme coordinator, Dr. Kalinga Ketki. After having lunch, the bus was loaded with students and their luggage's.

The end of the programme was marked by a group photograph of B.A. B.Ed. 4th Year, 8th Semester. The programme Co-ordinator heartily congratulated all the students for their successful completion of the programme. He also congratulated and thanked the school authorities for their support and cooperation, and a special thanks was offered to Kirti Ranjan and Ajay Rajak, for enthusiastically participating as student photographers on behalf of Regional Institute of Education, Bhubaneswar.

Group – VI

Name	Roll No.
Chandrakata Bishui	11
Kishore Kumar	16
Jangbram Poreinganbi Chanu	48
Jshering Yongchen Lepeha	49
Sanyukta Singh	34
Sushree Snehasudha	46

Date: 05.03.2022

The Regional Institute of Education (NCERT), Bhubaneswar is organizing the working with community program for the 4th Year B.A. B.Ed. students of 8th Semester from 05.03.2022 to 11.03.2022. The students are divided into 8 groups. The members of our group i.e. Group -6 are Chandrakata Bishui, Kishore Kumar, Jangbram Poreinganbi Chanu, Jshering Yongchen Lepeha, Sanyukta Singh and Sushree Snehasudha. The program coordinator is Prof. Kalinga Ketki, who is assisted by Prof. Itishree Das and Prof. Dipti Diggall.

Today is the first day of the programe i.e. 05.03.2022. We started our journey by bus from our college campus at 12.00 noon. When we arrived at 3.00 pm here, lunch was served to us and our batchmates at it delightfully. We all collected our bedding and unloading our luggage. The teachers allotted separate rooms and washrooms to boys and girls.



After our evening tea and snacks at 5.00 pm, the screening for the cultural program was started and the teachers suggested changes in our performances. The nukkad natak teams also started their practice for the upcoming events.

At 9.00 pm we had are dinner and the students were asked to stay after dinner for discussing for the event of the upcoming day by our CRs.

Finally, at 10.00 pm our coordinator Prof. Kalinga Ketki addressed to us and welcomed other dignitaries and the events of the following day was discussed and briefed to us. After this the whole batch dispersed and the lights went out.

Date: 06.03.2022

Today is the second day, i.e. 06.03.2022 of the working with community program organized by Regional Institute of Education (NCERT), Bhubaneswar for the 4th Year, B.A. B.Ed. 8th Semester students.

Our day began at 6.00 am with morning PET and exercise class. Next our batchmates started off their walk for Prabhat Pheri where we raised slogans concerning social issues and creating awareness among the villagers at 7.00 am.

Next coming up, we had our breakfast at 9.00 am. After few minutes of rest we went out for cleanliness drive. We cleaned and collected waste materials from inside the campus of Hatabaridih High School, Chilika, Khordha.

The lunch was served at 2.00 pm after the survey. At survey our batchmates according to the groups formed started to ask questions to the villagers regarding certain issues of the society, for instance, adult education, girls education, population controlled, health and hygiene.

We took rest for few minutes after our lunch at 4.00 pm our community game begun. The community game was between boys of our batch and nearby village boys. We won the match.

The evening tea and snacks was served at 5.00 pm. After this we proceeded for the Nukkad Natak of group 2 and other cultural program where our batchmates participated. The nukkat natak focused on the issue of intoxication. At Navami Mandap of Gainada village, we presented our cultural program and all the neighbouring villagers attended the program and enjoyed the show.

We had ever dinner at 9.00 pm and at 10.00 pm our Professor Kalinga Ketki briefed for the next day's events. After that the nights went out.



Date: 07.03.2022

Today is the third day i.e. 07.03.2022 of the 'Working with Community program organized by RIE, Bhubaneswar for the 4th Year B.A. B.Ed., 8th Semester Students.

We started off our day at 6.00 am with morning exercise and yoga class. Next at 7.00 am our batchmates began our walk for Prabhat Pheri to raise slogans in the neighbouring villages regarding social issues and eradicating social taboos.

The breakfast was served at 9.00 am. Next the cleanliness drive started. We cleared, sanitized and collected waste materials. We next went for survey to the neighbouring villages and collected sample data.

The lunch was served at 2.00 pm and after that the community match began at 4.00 pm after some rest. The community game was between boys of our batch and nearby village boys. We won the match.

There was cultural program for that night whereas the students practiced for the upcoming cultural nights upto 9.00 pm. The evening snacks was served at 5.00 pm along with tea.

After dinner, the events for the next day was briefed out and other concerns of our batchmates was addressed by our professor and the lights went out following it.

Date: 08.03.2022

Here arrives the fourth day i.e. 08.03.2022 of the 'Working With Community programme organized by Regional Institute of Education (NCERT), Bhubaneswar for the 4th Year, B.A. B.Ed., 8th Semester students.

The day started with morning exercise and PET class at 6.00 am and following it at 7.00 am 'Prabhat Pheri' was organized where we walked off to the nearby neighbouring villages and raised slogans regarding serial taboos and creating awareness among people.

After breakfast at 9.00 am, the cleanliness drive begun started where our batchmates went out to collect waste material and sanitize the area. This was succeeded by survey report event where data collection from the neighboring villages our primary focus.

Coming back from survey lunch was served at 2.00 pm. Next the community match was setup between our batch boys and village boys and we lost the match. The evening tea and snacks was served at 5.00 pm.

The students next started their practice for Nukkad Natak and other cultural events for the following day. The dinner was served after 9.00 pm followed by briefing session by the coordinator. After this the nights went out.



Date: 09.03.2022

The fifth day of the working with community programme arrives i.e. 09.03.2022 for the final year students of RIE(NCERT), Bhubaneswar.

The 4th Year B.A. B.Ed., 8th Semester students started their day with morning exercise and Yoga class at 6.00 am. At 7.00 am, the Prabhat Pheri started where our batchmates raised slogans concerning social issues and created awareness among the villagers.

Next coming up, we had our breakfast at 9.00 am. After few minutes of rest we went out for cleanliness drive. We collected waste materials and sanitized the nearby village neighbourhood of Gainada.

The lunch was served at 2.00 pm after the survey. At survey our batchmates according to the groups formed started off to ask questions to the villagers and collect data.

The community game began at 4.00 pm. The community game was between boys of our batch and nearby village boys. We won the match. The evening snacks and tea was next served at 5.00 pm.

We went off for our cultural night at 'Manira Padia' of Gainada village. The nukkad natak was performed by group 3 on the occasion of 'International Women's Day'. Other dance performances were too presented by the students of our batch.

After returning from the program, dinner was served at 9.00 pm and at 10.00 pm our Prof. Kalinga Ketki suggested to take care of our health. After that the nights went out.



Date: 10.03.2022

Today is the sixth day i.e. 10.03.2022 of the 'Working with Community Program' organized by RIE (NCERT), Bhubaneswar for the 4th Year B.A. B.Ed., 8th Semester students.

We started off our day at 6.00 am with PET class and morning Yoga. Next at 7.00 am our batchmates began our walk for 'Prabhat Pheri' to raise slogans in the neighbouring villages regarding social issues.

The breakfast was served at 9.00 am. Next the cleanliness drive started. We sanitized and collected waste materials. We next went out for survey report to the neighbouring villages and collected data.

The lunch was served at 2.00 pm and after that the community match began at 4 pm and we won the match competing against the boys of the neighbouring villages.

The evening snacks was served at 5.00 pm along with Tea. Then we went off for the last cultural night. The nukkad natak was organized raising the issues regarding to 'Panchayat elections'. The dance performances of our batchmates entertained the villagers and we received appreciation.

After dinner at 9.00 pm, the students enjoyed the last night clubbing and camping out. Then our Professor Ketki sir briefed out for the following day. The lights went out following it.

Date: 11.03.2022

The last day of the working with community programme i.e. 11.03.2022 has arrived.

The students of our batch, B.A. B.Ed. 4th Year, 8th Semester started their day at 6.00 am with morning exercise and yoga class. After Prabhat Pheri we went off to the Chilika Coast and spoke with the native fishermen of that area, their lifestyle and food habits. Our survey report was completed there.

The breakfast was served at 9.00 am and after that the batchmates went out for cleanliness drive and sanitized the neighbouring villages. Next we packed up our luggages and got ready for lunch.

After having our lunch at 2.00 pm we started off our journey towards our college. The 'Working with Community Programme came to an end and we all enjoyed a lot through the events conducted. We developed a better insight as student teachers towards the community we live in.



Group - VII

Date: 05.03.2022

Day -1: Saturday

Working with community programme aims at acquainting the student teachers with social realities, developing dignity of labour among them and to prepare them for sustainable development. With this aim, we embarked on our journey to Hatabaradihi, Chilika, Khurda to take part in the above mentioned programme.

We all assembled in front of Ramanujan Hostel in the main playground at around 10.00 am before getting on the bus, where we were joined by our programme coordinator Dr. Kalinga Ketki, Dr. Itishree Dash and Ms. Dipti Digal. The bus departed at around 12.15pm. from the RIE campus towards our destination. We reached our destination at 3.00pm and had our lunch. In the evening after having our snacks, we reached our Nukkad Natak and other dance performances to be performed during the cultural evening and our performance was observed by the teachers. We then had dinner and completed our first day of the 'Working With Community' programme.



Date: 06.03.2022

Day-2: Sunday

School is often considered as a miniature form of the community. It comprises of not only the students who belong to various diverse background, also teachers who come from various cultures. It is often found that even after a lot of efforts there seems to be a gap within the community and the school. Mutual exchange and sharing of resources and facilities between the two is essential for national growth and development. Thus, this

program aims at creating awareness about the community and neighbourhood as well as about the relationship between school and community and among the student teachers.

Our group consisting of Bismita Sahoo, Shazia Quadri, Ritvika Upadhyay, Anwasha Panda, Sonu Kumar and Alen Rai, started this working with community program on the 5th of March 2022 at Hatabaridihi village situated in Chilika, Khorda. On the 2nd day of this program, we participated in various activities. On the morning of 6th of March, we began our 2nd day under this program, by participating in the morning exercise and yoga session. The session consisted of various hand, neck, leg, wrist and ankle exercises as well as pranayam, Anulom-Vilom, Surya Namaskar and Om Chanting. Then, we went for Prabhat – Pheri that is a morning awareness campaign across the village. We conversed with villagers who shared several tid-bits about the cultures, lifestyles and other aspects. We also delivered slogans and talked about several social issues with them. We also invited the villager to attend a cultural program being organized by our classmates. Through this activity of morning exercise, we were able to comprehend the importance of physical fitness and activeness in our daily lives, while going for Prabhat-Pheri across the village helped us to come face-to-face with the harsh realities of the lifestyle of the people of the village.



We did Shram-Daan, that is a voluntary cleanliness drive, within the campus of the Chilika Govt. High School where we also have been provided with our lodging facilities. This activity provided us with an opportunity to understand the dignity of labour as well as to give appropriate recognition to it. In the evening, we performed various cultural programs at the Nabina-Mandap which included a semi-classical and a Sambalpuri dance performance. The villagers also enjoyed the Nukkad-Natak on the injurious effects of drinking which was titled ‘Nisa’. These programs aimed at providing the villagers with the rich experience of Indian tradition and culture as well as to make them aware about the harmful effects of addition.

With these activities, we concluded our 2nd day of the Community work program which left various fond memories and important lessons for our lifetime.

Date: 07.03.2022

Day-3 : Monday

There is a huge importance of the role of teachers in facilitating learning within a classroom environment. They are not only in close contact with the students but also are in intimate relationship with the community through them. There is a close relationship between the school and the community. Thus, this program aims at enhancing the ability of the student-teacher to enlist community support for school and contribute for national development.

The 3rd day of the 'Working with Community' program started with the energetic session of morning exercise and yoga. After that we went fore the Prabhat-Pheri' program. This time we went to a different village. The villagers were kind and helpful towards us. They came out of their houses and observed our really. This boosted our morality and we delivered slogans on various social issues such as Women Empowerment, Health and Hygiene, Environment Conservation, Covid-19 and much more. Then, we went on to participate in the prayer assembly and inauguration program organized by the Chilika Govt. High School. The program started with the lighting of the lamp. Then the headmistress of the school addressed and welcomed the gathering of the student-teacher in the school premise. She also talked about the importance and benefits of this working with community program. Then the gathering was also addressed by our program coordinator who emphasized on the way in which students of our class coming from different states and cultures and mostly belonging to the urban part of the world are trying to adjust within the lifestyle and social structure of the village. This motivated us to work more sincerely and to give our best towards this program. The headmistress also applauded us for our cleanliness campaign within the school campus.

After completion of the inauguration program, we participated in another round of Shram-Daan within the campus of Chilika Govt. High School. This motivated us to always keep our surrounding clean and green. We were able to understand the dignity of labour. With this we concluded the 2nd day's activities of this program. This was an overwhelming experience which left numerous memories in our mind.

Date: 08.03.2022

Day-4: Tuesday

Coming together is a beginning. Keeping together is process. Working together is success. This idea was exemplified through the activities that were conducted on the fourth day of our working with community program. We understood the value of supportive and ever active team members and also about a positive way to accept our failures. This experience was not an obstacle rather it acted as a fuel to re-energize us.

We got ready and assembled in the field for our Yoga and exercise session, where we performed various yoga poses and stretching and bending exercises to keep our body flexible as we all know yoga also develops inner awareness. It focuses your attention on your body's abilities at the present moment. It helps develop breath and strength of mind and body.

We started this International Women's Day with the regular Prabhat Pheri where we sang slogans about empowering and encouraging women, to make the people aware of the special occasion. The people of the village understood the slogans and also enjoyed the Prabhat Pheri Session.

After the Prabhat Pheri, we took some rest and again assembled for the survey, where we visited different places and schools in different groups, and collected data. The villagers were very cooperative and friendly and interacted with us lovingly. This survey session gave us an idea about the lifestyle, ideology and mindsets of different types of people from different areas of the village. It also encouraged us to move forward and gather more and more knowledge.

After the lunch, in the afternoon at around 4 pm we had a community game, which was a friendly cricket match between the boys of our class and some students of the village high school. It was a beautiful environment where the entire class along with the teachers gathered in the field to encourage and cheer for the players.

After the match we had tea and snacks and in the evening a small celebration was organized for the International Women's Day. It is celebrated annually on March 8 to commemorate the cultural, political and socio-economic achievements of women. It is also a focal point in the women's rights movement, bringing attention to issues such as gender equality, reproductive rights, and violence and abuse against women. We talked about the importance of women in the society and appreciated their participation in every aspect of life.

After a round of discussion, we prepared our daily plan of action for the next day and had our dinner. And with this we concluded our fourth day of the working with community program.

Date; 09.03.2022

Day-5: Wednesday

The fifth day of our working with community program was going to be a special one as our Principal, Dr. P.C. Agarwal, was going to visit us and supervise the day. We started the day with the routinely morning exercise and meditation and proceeded with the shramdaan session where we cleaned the nearby areas of the Chilika Govt. High School campus.

After the Shramdaan, we proceeded with the Prabhat Pheri activity where we delivered various slogans and also invited the villagers to witness our cultural performance in the evening.

After we came back, we had our breakfast and took some rest. We then assembled in the ground floor groupwise and got ready for another survey session. Our coordinator instructed us and highlighted the important motives of the survey. We visited the Government primary school, Gainada and interacted with Headmaster, staff and the students. The faculty of the school was very cooperative and helped us collect the important data about the school. We then moved to a new and different part of the village where we interacted with the villagers again.

We came back from the survey, had our lunch and took some rest. In the afternoon all of us assembled in the field for another round of community game of cricket. We cheered and encouraged the players.

After the game was over, our Principal sir reached the campus and all of us got nearby and assembled for leaving for the cultural program in the evening. We performed a Nukkad Natak on the topic 'Nari' which was inspired by the ideas of docestic violence and several other burning social issues. We also performed a semi classical, folk-fusion and Sambalpuri dance. The entire program was witnessed by principal sir along with B.N. Panda sir, who appreciated the cultural program.

After dinner and discussion we assembled again for preparing the plan of action for the next day and concluded the fifth day of our working with community program.

Date: 10.03.2022

Day-6: Thursday

On the second last on sixth day of the marking working with community program, we started our day by participating in the morning session of yoga and exercise. We were able to get plenty of enlight and exercised wholeheartedly. Then we went for the Prabhat-Pheri and delivered slogan which was meast to awareness about the prevelant problems of the village, such as open defication, poor health are facilities, Covid-19 guidelines, primary education and much more.

Then we conducted the shramadaan program. We learnt the nearby areas and the starts of the village. We also cleaned the washrooms and corridors of the building, group wise twice today. We were able to understand the efforts put together by a cleaning person. This motivated us to take initiative for each works in our daily lives. We also practiced for our Nukkad Natak that was to be performed in the evening.

We also conducted our community game that was cricket match between our classmates and the children of the community. In the morning, we presented the final cultural program which had the event like a group folk dance performance and a duet performance. It also consisted of a Nukkad Natak based on the theme of 'I II Practices of lecture' and arrived at creating awareness among people to cast their votes responsibly. After the dinner we had a discussion about the plan of action of the next day. Thus with this we concluded our sixth day of the working with community program.

Date: 11.03.2022

Day – 7: Friday

On the last day of the working with community program, we started our day by participating in the morning session of yoga and exercise. After getting fresh and energized by this, we went for the Prabhat-Pheri and delivered slogans which were meant to create awareness about the various prevalent issues faced by the villagers and these locations.

Then we conducted shramdaan. We cleaned the nearby areas and the Of the village. The villagers also appreciated our efforts and had a discussion with us regarding methods for keeping the village surroundings clean.

After returning from shramdaan we had our breakfast and took some rest. Then we went to visit the Chilika lake. It is the largest brackish water lagoon in Area and is ha..... of memorous species of fish and sea food.

We witnessed the beautiful lake and tom fishing is carried out the primary activity of the local people. The fishermen there explained how they catch fish with nets and on boats. We learnt about the fish ecosystem of the area and some major species found there.

On returning from the visit, we had our lunch after some rest. And soon it was time to bid goodbye to the humble but beautiful village of Hatabaradihi. The people here were very welcoming and cooperated with us all along. It was a very educational experience which helped us learn a lot of things which would not have been possible if we had not had a one to one interaction with the village community. We had lots of fun and are very thankful to our village for presenting us with such an amazing opportunity.

This program will definitely prove to be very fruitful later in our lives.

GROUP – 8

Name
Tattwamasi singh
Bikash Meher
Latika Kumari
Ajay Rajak
Sashi Rani
Abhishek Biswal

Date -05.03.2022

A community is a group of people living in a particular place, area, etc. Commonly, they interact regularly at different fronts and training that result in the development of an intricately waver relationship with their environment and among themselves. The role of community service is to communicate with the members of the community and in the process help them as well in those areas through building awareness among them in specific areas.

Regional Institute of Education, a premier centrally funded institute that specifically works in the field of education, inculcate the different sets of skills through different programme namely multicultural programme, school internship and last but not the least community service. These three programme are control to the teacher education programme. As each programme is intricately designed to support the cause of teaching student teachers the art of teaching and how to adjust to different setting and excel in the field of teaching.

The order of the programme is with multicultural placement programme being the first, towards by the internship programme and finally the community work. The first two teachers of how to become skilled teachersm and other aspects of being teachers in a school settings. However the working with community is whole new experience as it focus on the aspects which are beyond the school sittings. Since the growth of students and their development depends on not just school, or teachers but beyond that the family and the community. It is because the true learning in a child begins from the home and since it is part of the community, it is only right to become part of it learn about it in an expensive and diligent manner .

On 5th of March, all the students of B.A.Bed, 8th semester came to Hatabaradihi village in Chilika block in Khordha district. We left for the Government High School, Hatabaradihi, Chilika Block, Khordha district our station for next seven days, at 11.45am and after travelling almost hundred kilometres and three hours we finally reached around 2.15pm in the afternoon. Following some commotion and unpairing. We eventually settled in our accommodation and went for our lunch. Following that our coordinator sir Dr. Kalinga Ketaki, and Dr. Itishree Dash and Ms. Dipti Digal maam formally introduced us to the community work programme and informed us how the programme will be conducted. The different activities at what time each of the programme will be conducted and how we will complete each of the work.

In the evening each member of my group formally introduced each other and made me the official group leader our group included six members normally Tattawamasi Singh, Bikash Ranjan Meher, Shashi Rani, Ajay Rajak, Latika Kumari and myself Abhisek Biswal.

In the evening our coordinator and supervisor show the first screening of each performance and then the teachers gave us feedback regarding each performance and then according to the feedback the student group rendered their performance. Then the day ended with a positive note.

The final activity that remained after the days was to eat following dinner that students discussed with the groups and went to bed by 10.30pm.

Date : 06.03.2022

Sixth of March, 2022 is the second day of working with community, more or less the first day when every student including our group participated in different group activities. The day started with everyone asked to wake up at 5.00am in the morning and report to the playground at 5.45am for morning physical exercise and yoga. The activity continued for forty five minutes, then making everyone active for the rest of day. Once done all the students and groups were treated with a cup of tea and biscuits for light breakfast right before 'Prabhat Pheri'.

'Prabhat Pheri' began with all slogans and hurray and burlle at 7.30am. At that moment all the students from every group walked past the gate with banners and slogans and walked through the different parts of the village. While doing the prabhat pheri we raised slogans to make people awake regarding social issues, such as women

empowerment, girls education, proper sanitation, equal opportunity to everyone ,cause of cancer , social harmony, cleanliness, corona and others such issues plagering the Indian society.

During the ‘Prabhat Pheri’ different representatives besides our teachers announced and about us that we came all the way from Regional Institute of Education, Bhubaneswar to their village Hatabaradihi to conduct different activities and to know more about them, from various vantage points, also our programme coordinator informed everyone that our different groups and individuals will perform different forms of cultural activities in the evening in ‘Nabami Padia’ and invited them with open arms to come and enjoy and in the process learn something form the socially relevant events.

We back to the campus of chilika government high school, hatabaradihi, khordha to have our breakfast and the ‘shramdaan’ activity. In the shramdaan all the groups were given a particular area to clean and make it usually for the students of the school. The patch of area given to our group was also announced by our programme coordinator. Once assigned our group took the allotted tools with them and moved out to the area to clean. There our group started our work and after working for almost two straight hours we came to conclusively satistable clean start of our patch of area.

After the Shramdaan all the students went to get freshen up. Following that everyone had their launched went to their allotted dorms to rest up, since in the morning got ready for the first night of cultural programme. And by forming three separate lines of students , teachers had us on to the designated place for the cultural programme. The programme officially began at 7.30pm.

After formally introducing about the programme, our programme coordinator Dr. Kalinga Ketaki sir limited ‘Kritica Das’ to give a classical performance on the song “Bhor Bhaye panghat pe” following her solo performance the nukkad natak was played our namely “Nasha”. The natak was about the effects of alchohol abuse in the lines of rural people, and how it is ruining their lives in the long run both physio logically and physically. To end the programme a duet dance performance by “Ritarika” and “Annusha” on the songs ‘ghi pholo’ was played out to the people with end to their performance we all greeted the audience a very good night and went to our rooms to have good night sleep.

Date – 07.03.2022

Faculty members Narendra Shetty sir was asked to say a few words the began his speech with thanking ketaki sir and offered in the name of headmistress maam all the possible

help for our programme and wished us luck for our programme. Later on our coordinator ketaki sir gave a bouquet and light the diya in front of lord Jagannath and asked headmistress maam to speak few lines.

Headmistress maam wished us luck and talked at length about the importance of teachers, and the role that we will play out in future. Following that she explained the role that regional institute of education had played by helping the chilika block in advancing the educational capacities, following that she wished us luck and asked to do whatever possible but with a smile.

Following the programme everyone had lunch and went to sleep. At 4.00pm all the boys went to play with community. As playing bring forth competitiveness as well as friendship among all. As mentioned the cricket match played out between the teams. The Regional Institute of Education, scored 112 runs in the first innings game where as in reaction the village team put up brilliantly trace game and scored 107 runs only losing the match in the last over. With the end of the match everyone shake hand and talked about different things, thus building a bond among each other.

In the night the different groups reverse for different programme and went to eat their dinner and eventually went for a good night sleep around 10.45pm.

Seventh of March was officially the third day of working with community. Like the previous day the first and foremost activity was to go for physical activities that started around 5.45 am to 6.45 am . Following the physical activity all the students went for the usual 'prabhat pheri' for creating awareness regarding different issues. After the prabhat pheri all the students returned to the campus of the accommodating institutions and had their breakfast ready for them by 7.30am. By 8.30 am every students continued to offer their shramdaan around the school campus and around the school campus. Following which each of the students went one by one to get fresh up and ready for the assembly of the school students and participated there.

Seventh of March is a Monday that meant we will get the opportunity to meet the school students as well as the honourable teachers and the headmistress of the Government High School, therefore by 10.00am every students teachers reached to the school. Assembly and prayed alongside the students. Following that our programme coordinator and supervisors informed us that we have to formally prepare ourselves for a formal meeting with the teachers and the headmistress of the school, as well as offer our humble gratitude to the headmistress maam for the great opportunity she provided by letting to stay on the campus.

The programme started around 11.00am with our programme coordinator Kalinga Ketaki sir along with our supervisor Dr. Itishree Dash maam and Dipti Digal maam invited the respected Headmistress Mamata Dash maam and the next of faculty members to the inauguration programme. Shakshi Tiwari introduced everyone to the initiation of the programme she asked our supervisor Dipti Digal maam to pay a humble gratitude for all she and the faculty members have done for us. Following that the senior most.

Date – 08.03.2022

Eight March 2022, officially the fourth day of working with community in Hatabaradihi village, in Chilika block Khordha district. As the activities such as morning exercise that was practiced on the previous days, was done on the fourth day as well to warm everyone up to the rest of activities following the completion of morning exercise and yoga. All the students went on to do the shramdaan for quite sometime and eventually ate the breakfast recuperate and recognize for the rest of the day following that everyone went to freshen up for the morning assembly.

Everyone reached the morning assembly strictly at 9.45am and stood behind the school students and prayed alongside them. After a spiritual start everyone were assigned according to groups different areas of the village to run the survey for the first time around 10.15am. Three groups went with our programme coordinator Dr. Kalinga Ketki sir and five groups went with Dipti maam and Dr. Itishree Dash maam to different locations.

The primary aim of the survey is to understand the local community and the different way they conduct their lives. As a group we surveyed multiple houses, in the survey we aimed at understanding about them, and how they conducted their lives. In the survey we also asked the local residents about what is their occupation is, what is their social backgrounds is. We asked about the number of family members there are and what is their names, number of children and what is their educational qualifications and of their doing any job what are the occupations. The survey aimed at understanding the different aspects of their family lives. Following the survey of many homes as possible. We went to a local school “Government U.P.S, Hatabaradihi, Chilika Block, Khordha.

In the survey of school our primary aim was to assess the different aspects necessary for the development and growth of young students. The survey helped us to assess the infrastructure, along with the number of students classwise, caste wise as well as gender wise. Following to the people to teacher ration. This helped us to assess the need to know how much the school need in fulltime help in both monetary as well as in

people based. After the summary of school, we followed it up with few more huse survey. After the completion of sati stable number of house surveys our group took detour back to our station, for refreshment and lunch. After lunch was done our group completed the activities and took rest.

In the afternoon a cricket match was held in order to communicate with the members of the community. In the match people of village with different backgrounds participated. As they say sports is the best way to develop harmony among individuals, the match for sure helped in developing that, as our coordinator sir Dr. Kalinga Ketaki sir participated in the game as well. After the match, which we lost, we came back and started our rehearsals for the cultural programme and had dinner before going to sleep.

Date – 09.03.2022

Nineth of March,2022 fifth official day to our working with community, started with the usual commotion that is going for the physical activities, followed by a small tea and biscuits break. We then after “Prabhat Pheri” and raised slogans to make the people awake regarding the many stigmas and problems playing our society following the prabhat pheri we invited the village people to come and see our culture programme in the evening.

Once back we had our breakfast and got ready and got refreshed for our morning assembly and went for our second day of survey as the students of the school went to their classroom. The second day of survey aimed at understanding families, their point of view regarding the educational development in their area what was the impact on their lives and their childrens. Also we aimed to look for how different schemes benefitted them and what else do they need in order to further the quality of education. Following the normal survey according to the beyond the survey and went on discussed with them about other things as well. After fully completing job of surveying all the groups returned to the Hatabaradihi Govt. High School for lunch and rest.

After the lunch all of the group members went to recuperate and returned for the cricket match. The cricket match brought then more number of people alongside the students of B.A.BEd. The match was feera and friendly match. We lost the match. After the match everyone greeted principal sir and prof.B.N. Panda sir for the cultural programme, to be played out infront of a crowd in the Gainada village. The programme consists of four performances namely Kritica followed by the Nukkad Natak performance namely “Naari” and the evening ended with duet performances from Anwasha and Riturika and Tshering along with pranasini, following the completion of their

performance, all of the students formed a line and came back to the accommodating school in a peaceful manner. The day ended with a healthy meal and a good night sleep.

Date – 10.03.2022

Tenth of March started with everyone getting up and freshening up. Following which a morning exercise is played out. As the students were hungry they got some light breakfast snacks like tea and biscuits to recuperate. Then after everyone from a line and went around the village to do the regular Prabhat Pheri. Following the prabhat pheri, through which our primary aim was to highlight the many issues that plague society like child meanings, child labour, cleanliness etc. After raising slogans all our a particular area the students like a detour and returned back to the campus of Hatabaradihi government high school.

After having a healthy breakfast around 7.45am all the students went back the village area and started cleaning the area as much possible till 9.15am. After coming back to the campus again everyone was assess to get ready and prepare for the school assembly. By 10.00am every students got down to the assembly area. The assembly run till 10.30am. After the completion of the assembly, students went back to look after their own chores like cleaning clothes and other such things. By 1.30pm the lunch was prepared. After having lunch the students went back to their rooms to take some rest as most of the students have their performance planned our in the sahoopada.

At 4.00pm all the students went to the cricket field and participated in as healthy competition of cricket which was lost by the RIE boys, following the defeat all of us bid our farewell to the members of community for their constant support during our stay in the village. In cultural programme in the sahoopada.

The last cultural hights, had multiple performances planned out, namely two duet preformances by prahlad and Mahesh and Pravasini and thshering as well as the nukkad natak named “Nirabachania khela” or the “election games”. The theme of the nukkad matak is to explore how different politicians play different games or tricks to learn native voters to with for them.

After the completion of the programme we announced that it was our last programance in the village and our juniors will join them soon for similar activities and they should wait for their performance and share the same line as they did to us. After that some village members specifically Jagga bhai treated us with coldrinks and sweets for our work and support to the community. Following as happy ending to the

performances and farewell which was emotionally changed we went back to our campus and had our dinner, and slept away our stress and tiredness.

Date – 11.03.2022

Eleventh of March, the final day of our work began with similar processor namely the physical activity beginning at 5.15am followed by prabhat pheri at 6.30am, with a thirty minutes break for breakfast. After completion of all the regular activity that was usually follows by the students our programme coordinator rounded up all the students and told that the primary income source of the community is fishing from the great chilika lake.

At the chilika lake all the students reached and started first analysing that place and his life of these people. We assessed at multiple vantage prints their lives and how their lives were affected due to the natural calamities, government policies and other such events. After breaking the ice, students asked more sensitive questions such as how their professions affect their children education and how they time in their studies. What they do in their free times etc. After completing the survey, we returned and started our packing and participated in the cooking of our food. We completed the cooking and went back to our rooms.

First we completed our packing and started our packing into the bus and then started do get freshen up. After that all the students went for foods. Before that the teachers, that is our coordinators extended their gratitude to the school management. After that all of us tea stud together and bid farewell to the campus and shorted B.A.B.Ed ! B.A.B.Ed went back to our college.

07. Appendix

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR – 751022
Field Work with Community Programme of B.A.B.Ed. Semester –VIII
From 5th to 11th March 2022

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 B.A.B.Ed. Semester –VIII
From 5th to 11th March 2022

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? (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.A.B.Ed. Semester –VIII
From 5th to 11th March 2022

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 : _____
 - 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												

- 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.A.B.Ed. Semester –VIII
From 5th to 11th March 2022

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		
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.A.B.Ed. Semester –VIII
From 5th to 11th March 2022

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.					

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.						

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.A.B.Ed. Semester –VIII
From 5th to 11th March 2022

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?

8. Whether your child has ever reported of discriminatory practice in the schools? Yes/No
If yes, give details of the practice.

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?

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.

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

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.

15. What are your expectations from the school?

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

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.A.B.Ed. Semester –VIII
From 5th to 11th March 2022

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)

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR – 751022
Field Work with Community Programme of B.A.B.Ed. Semester –VIII
From 5th to 11th March 2022

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

Date :

Signature of the Respondent

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR – 751022
Field Work with Community Programme of B.A.B.Ed. Semester –VIII
From 5th to 11th March 2022

Programme Schedule

Date /Time	7.00-8.00 AM	8.00-8.15 AM	8.15-10.00 AM	10.00-10.30 AM	10.30 – 1.30 PM	1.30-2.30 PM	2.30-3.00 PM	3.00-4.30 PM	4.30-4.45 PM	4.45-6.00 PM	6.00-9.00 PM	9.00-10.00PM
03.02.2021	Physical Activity	T E A B R E A K	Shrama Dana	B R E A K F A S T	Field Visit	L U N C H B R E A K	Discussion	Sports	T E A B R E A K	Cultural Programme	Review	D I N N E R B R E A K
04.02.2021	Physical Activity		Shrama Dana		Field Visit		Discussion	Sports		Cultural Programme	Review	
05.02.2021	Physical Activity		Shrama Dana		Field Visit		Discussion	Sports		Cultural Programme	Review	
06.02.2021	Physical Activity		Shrama Dana		Field Visit		Discussion	Sports		Cultural Programme	Review	
07.02.2021	Physical Activity		Shrama Dana		Field Visit		Discussion	Sports		Cultural Programme	Review	
08.02.2021	Physical Activity		Shrama Dana		Field Visit		Discussion	Sports		Cultural Programme	Review	
09.02.2021	Physical Activity		Shrama Dana		Field Visit		Discussion	Sports		Cultural Programme	Review	

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR – 751022
Field Work with Community Programme of B.A.B.Ed. Semester –VIII
From 5th to 11th March 2022

PHOTOGRAPHS OF THE PROGRAMME





Dr. Kalinga Ketaki
Programme Coordinator

FIELD WORK WITH COMMUNITY

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

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

Coordinators

Prof. Animesh Kumar Mohapatra

Dr. Arup Kumar Saha

Dr. Shilpee Dhali

Ms. Shilpa Sethi

Regional Institute of Education

Bhubaneswar

National Council of Educational Research and Training, New Delhi

PREFACE

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

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

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

Prof. Animesh K. Mohapatra
Coordinator

ACKNOWLEDGEMENT

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

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

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

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

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

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

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

Thank you all

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

INTRODUCTION

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

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

COMMUNITY-BASED LEARNING

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

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

NEEDS AND JUSTIFICATION

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

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

SPECIFIC OBJECTIVES

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

METHODOLOGY

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



7:00 AM TEA AND BISCUITS



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



9:00 AM Breakfast



10:30 AM - 12:00 PM SURVEY



3:30 PM – 6:00PM NUKKAD NATAK



9:00 PM DINNER

PRAVAT PHERI



A. PRABHAT PHERI AND SLOGANS

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

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

Slogans

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

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

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

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

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

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



SWACHATA ABHIYAN





B. SWACHATA ABHIYAN

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

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

SURVEY

C. SURVEY

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

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

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

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

1. Gender Equity and Population Education Awareness

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

The main objectives of conducting this survey are

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

2. Health and Hygiene of the Community

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

The main objective of conducting this survey is:

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

3. Educational Survey of Community

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

The main objective of conducting this survey was:

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

4. Interview of Parents Regarding RTE Act 2009

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

The main objective of conducting this survey is:

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



AWARENESS PROGRAMMES



D. STREET PLAYS

GROUP 1

Group members

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

SKIT TOPIC: - DRUG ABUSE

MESSAGE OF THE SKIT.

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

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

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

PHOTOS



GROUP 2

Name of Group Members:

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

Skit on Depression and Superstition:

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

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

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



GROUP 3

Group members:

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

About the Nukkad Natak:

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

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

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

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



GROUP 4

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

Widow Remarriage Message

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

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

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





GROUP 5

Theme: Fight Against Child Molestation

Group Members:

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

Pictures Of Drama Presented by Group 5





Message Of the Drama

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

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

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

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



GROUP 6

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

Widow Remarriage Message

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

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

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





GROUP 7

Group members:

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

Topic: Domestic Violence

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

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

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





GROUP - 8

GROUP LEADER: - MRINAL KANTI MAHATO

GROUP MEMBERS: -

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

PHOTOS: -





MESSAGE OF OUR SKIT: -

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

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

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

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

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

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



E. SURVEY ANALYSIS

Regional Institute of Education NCERT, Bhubaneswar

Data analysis of activity 1 “Gender Equity and Population Education Awareness”

Activity 1 - Analysis done by

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

Activity 1: Gender Equity and Population Education Awareness

Abbreviation:

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

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

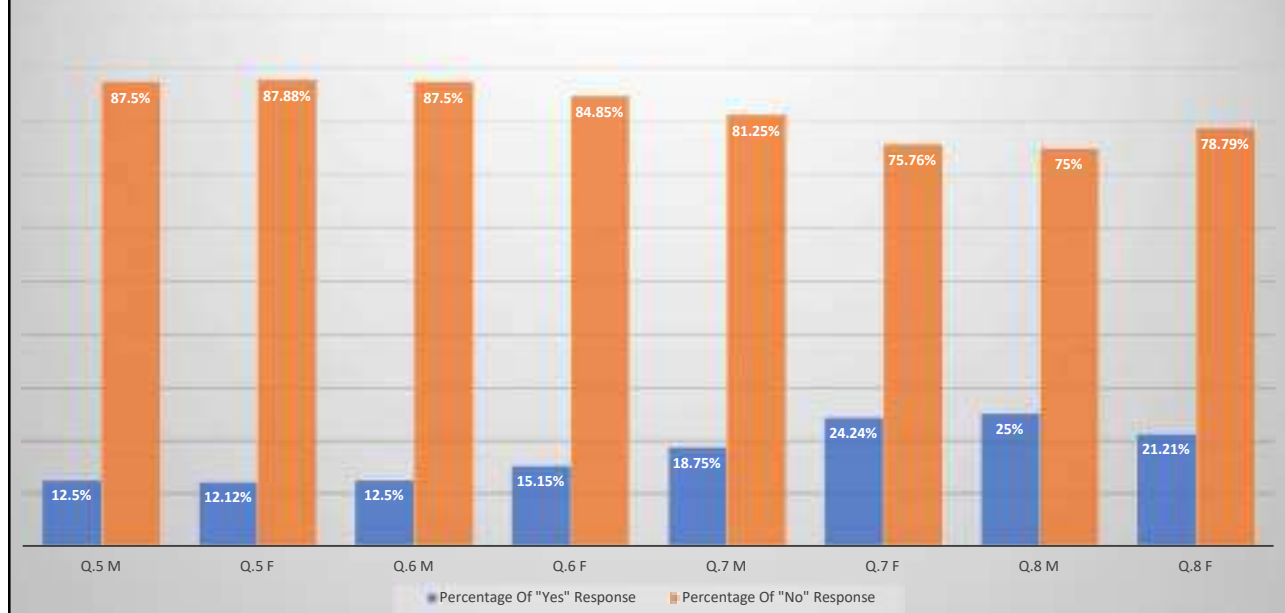


Activity 1: Gender Equity and Population Education Awareness

Abbreviation:

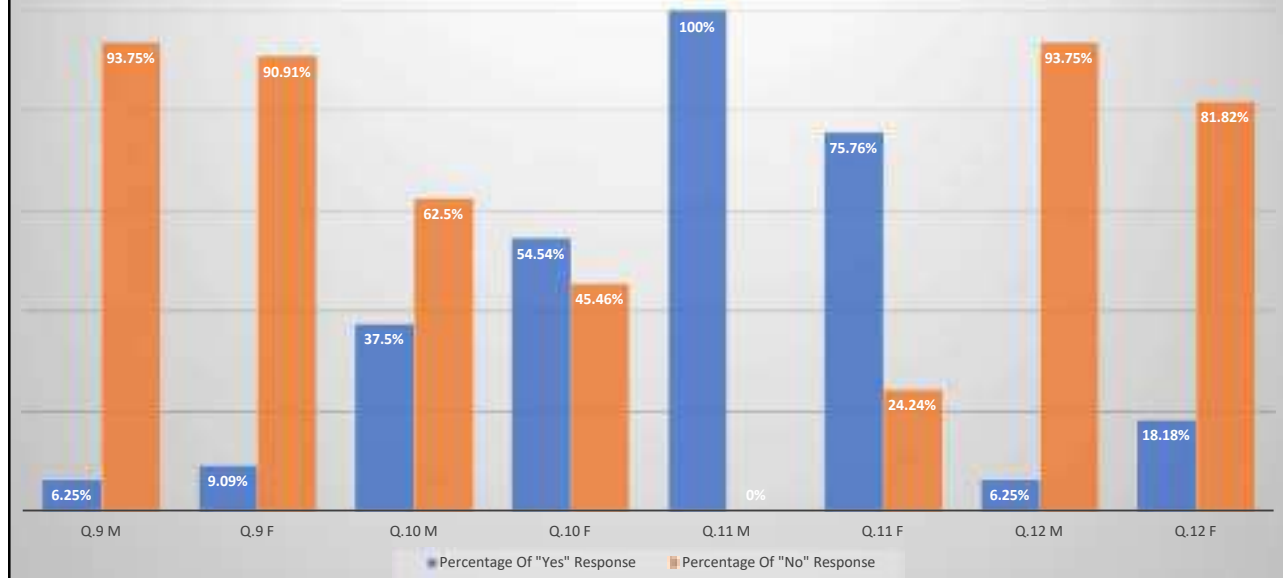
Q.5 M – Question number 5 (Male Responses)

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



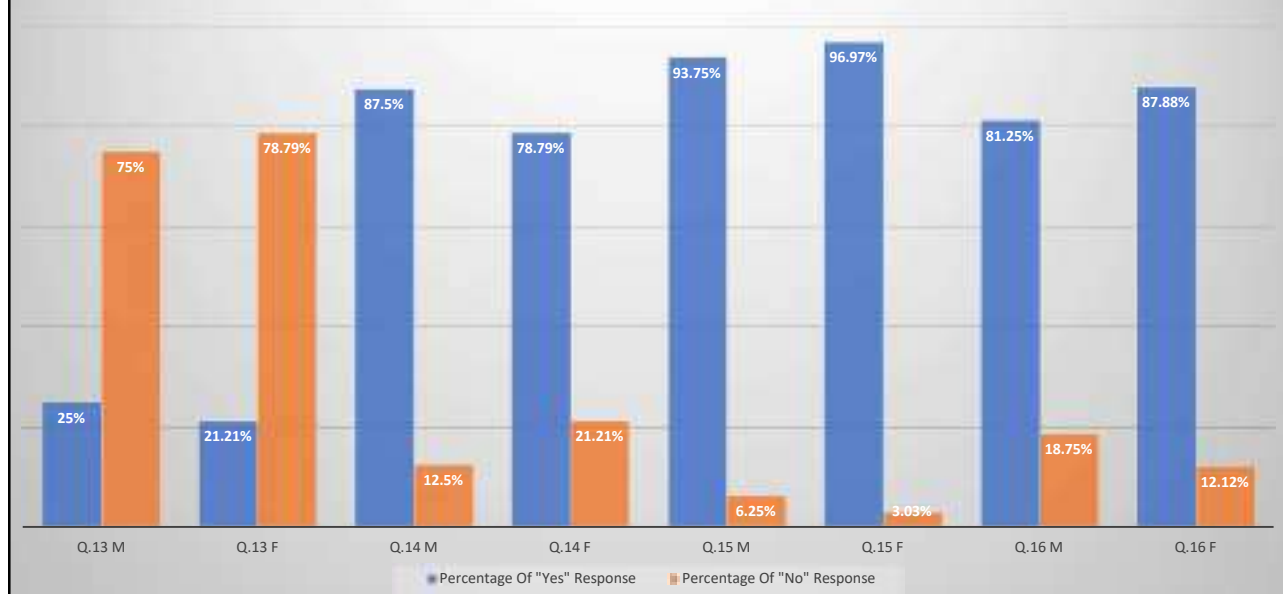
Activity 1: Gender Equity and Population Education Awareness

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



Activity 1: Gender Equity and Population Education Awareness

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

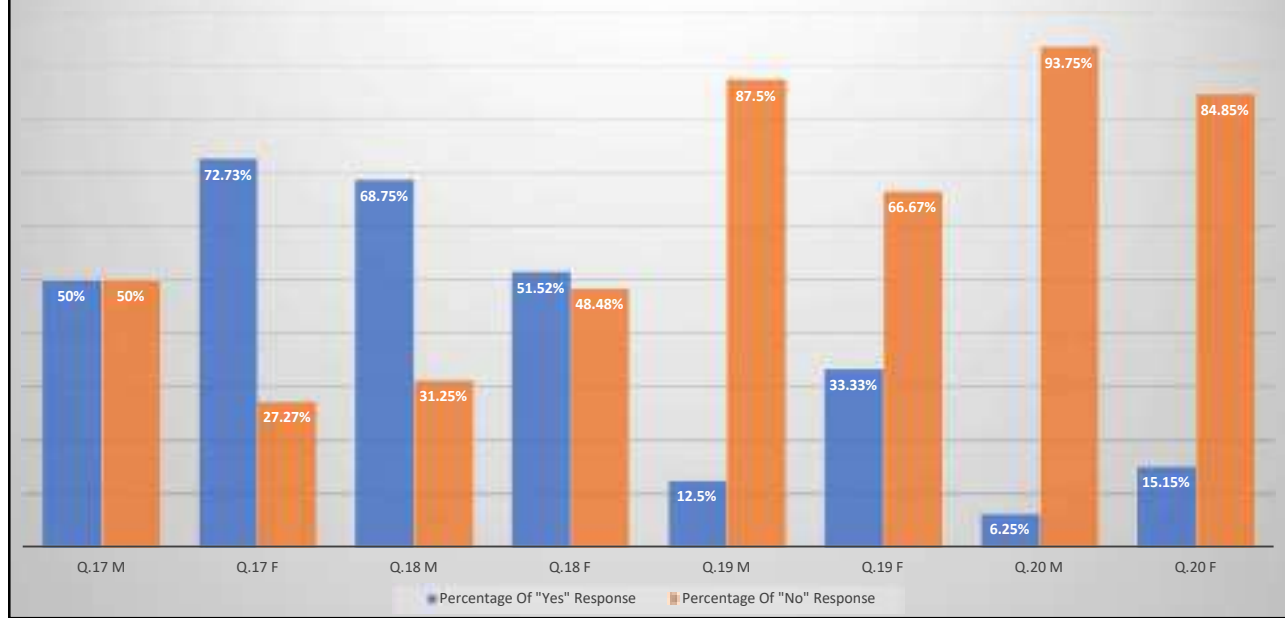


Activity 1: Gender Equity and Population Education Awareness

Abbreviation:

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

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

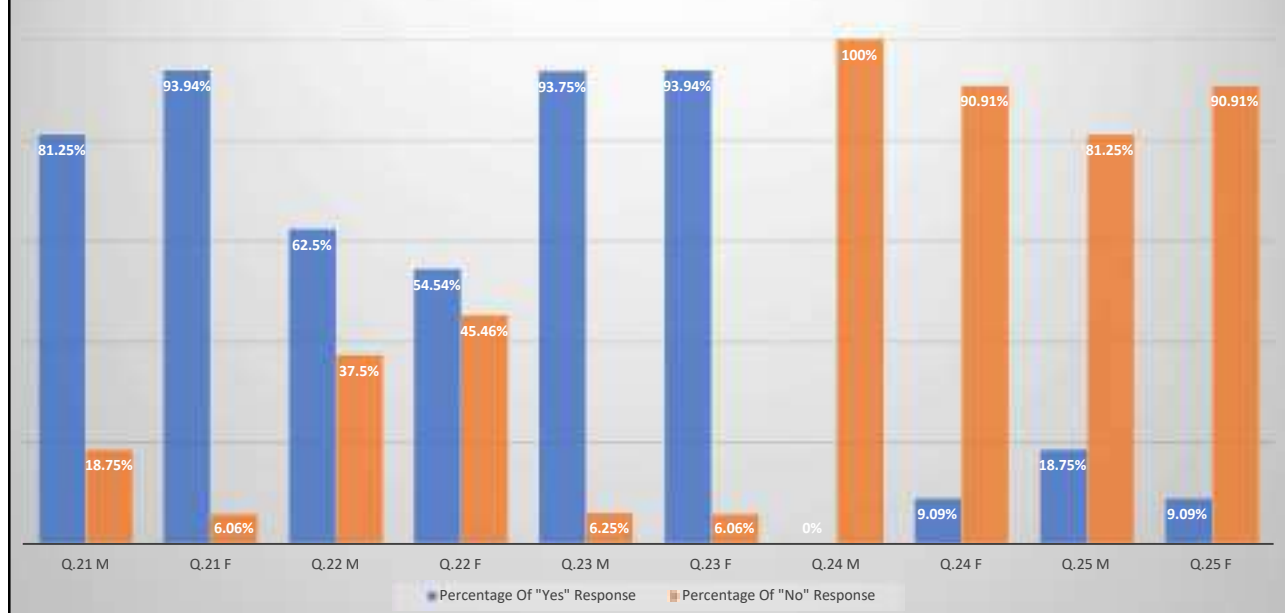


Activity 1: Gender Equity and Population Education Awareness

Abbreviation:

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

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



Gender Equity and Population Education Awareness

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

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

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Data analysis of activity 2

Health and Hygiene of the Community

Information on Sanitation

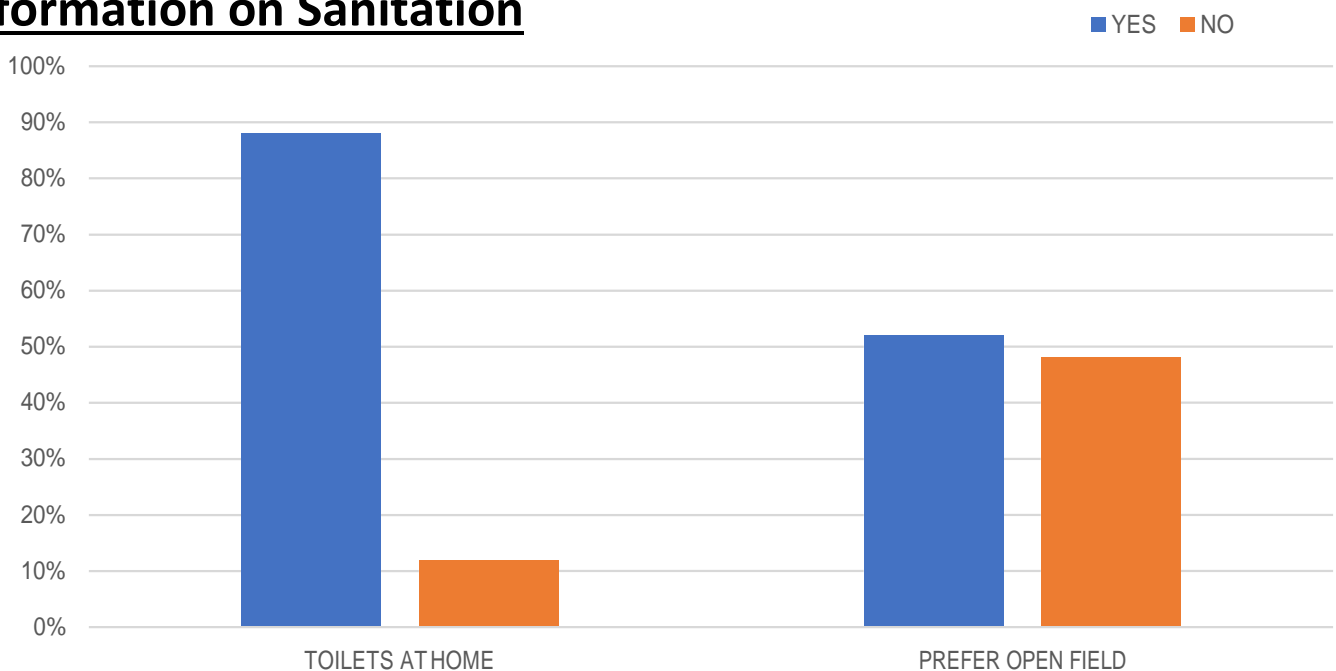


Figure - 01

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

Information on personal hygiene

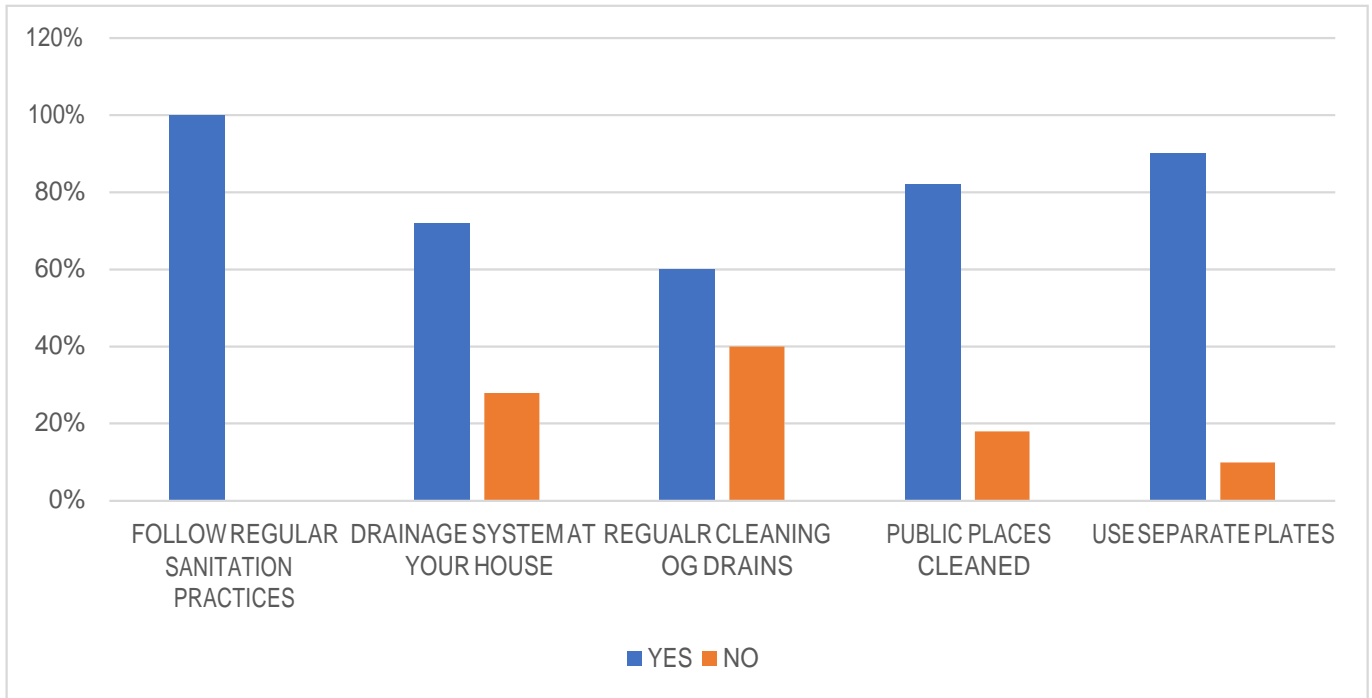


Figure - 02

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

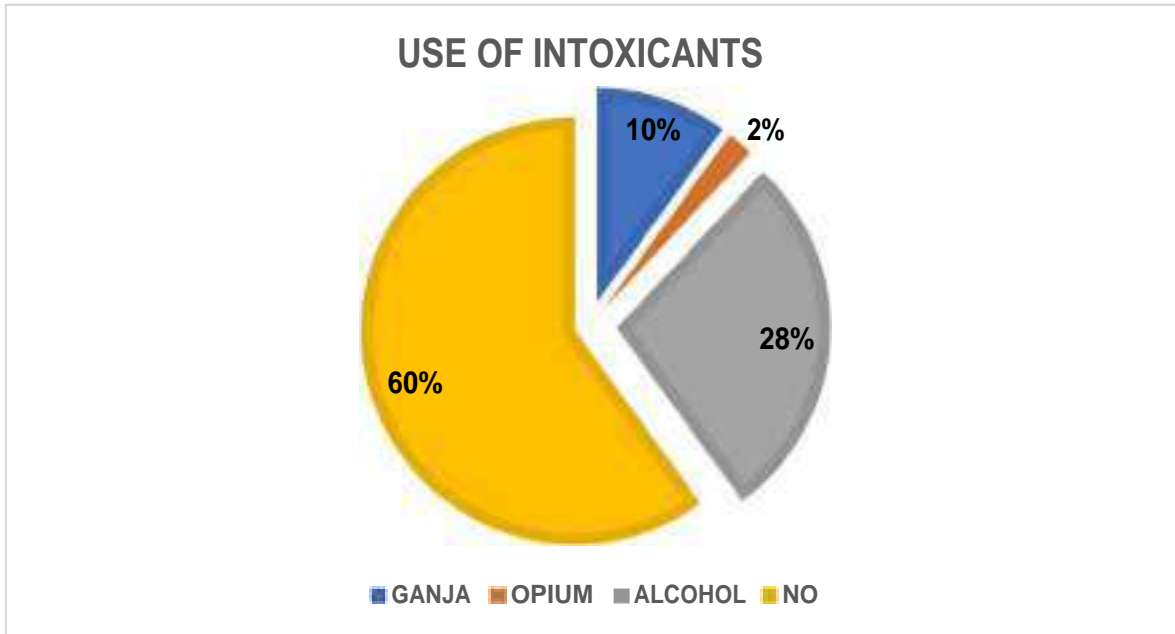


Figure - 03

Usage of intoxicants by the locals of Barkul village.

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

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Data analysis of activity 4

Analysis of Human Resource

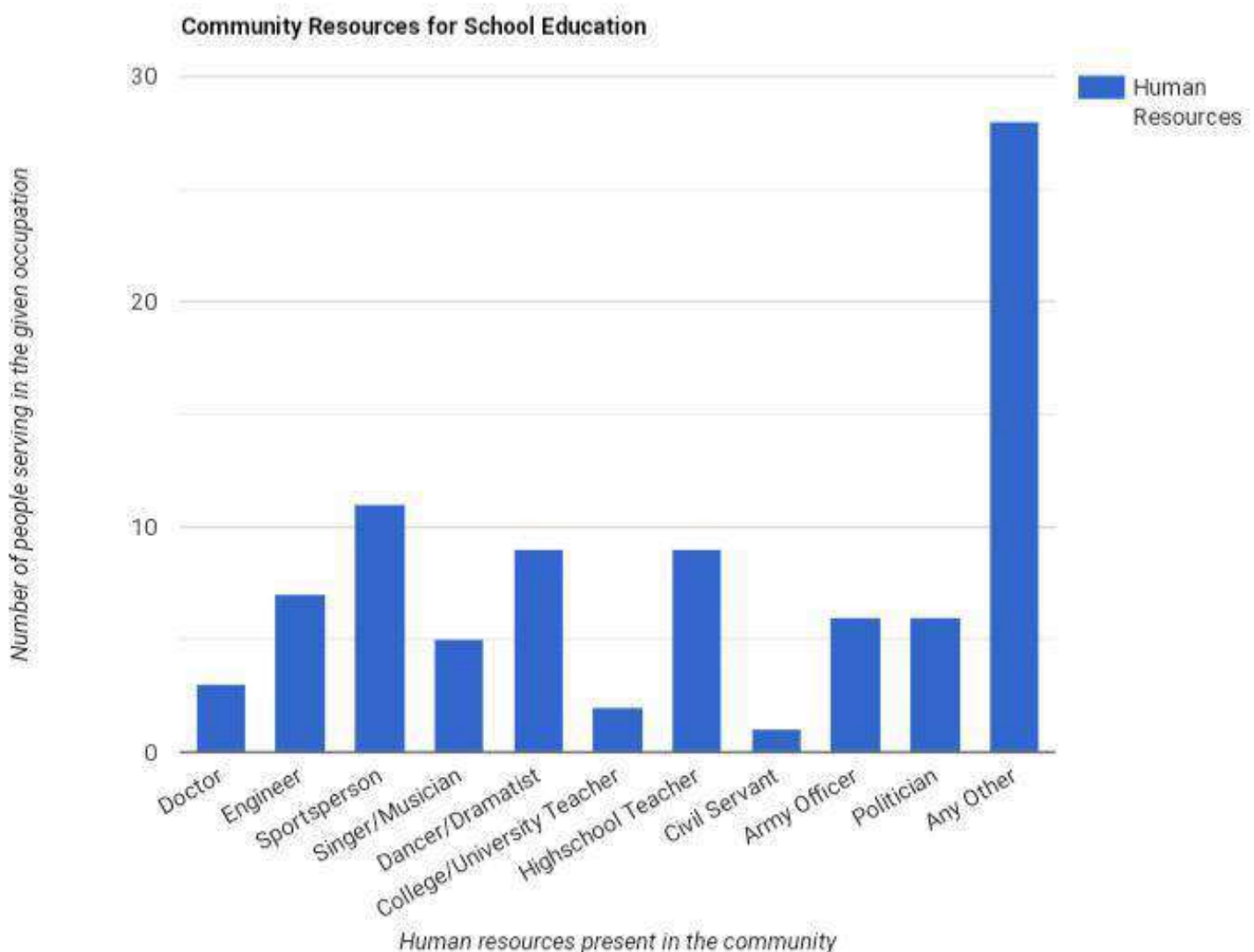


Figure: Survey of Human Resources in Badkul Region, Chilika

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

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

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

Analysis of Non-Human Resources

Garden:

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

Field:

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

Art gallery:

Odi Art Centre

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

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



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



Bank:

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

Post office:

There's one Post office.

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

Police station:

- Balugaon Main Police Station



- Sub- Police Station in Badkul Village

Temple:

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



Club:

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

Dispensary:

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

High school:



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



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



Village committee:

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

DATA ANALYSIS

COMMUNITY WORK

Activity 5

CONTENT...

R5 AF YY -05)
Educational survey
of community

FAMILY TYPE

FAMILY DISTRIBUTION

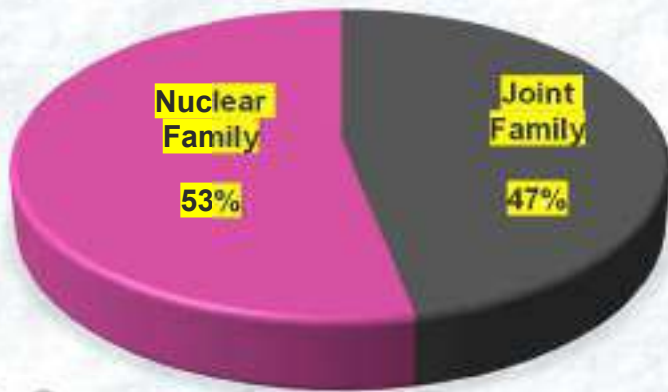
PARENT LITERACY RATE

CHILD LITERACY RATE

TOTAL LITERACY RATE

LITERATE VS ILLITERATE

FAMILY TYPE



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

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



Figure - 01

FAMILY DISTRIBUTION

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

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

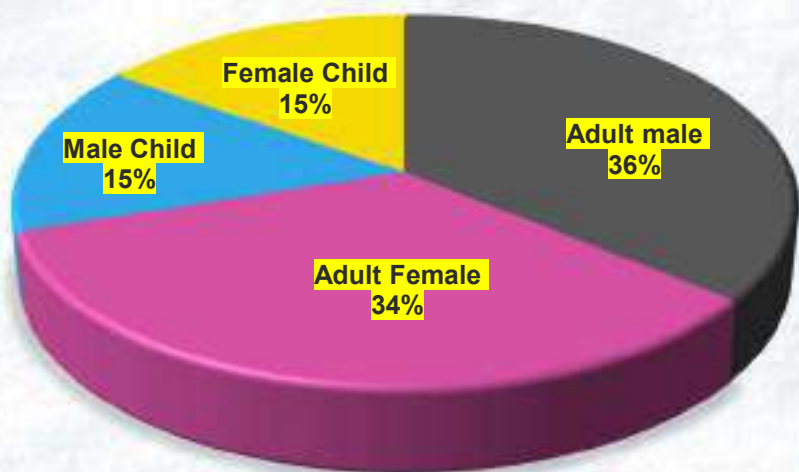
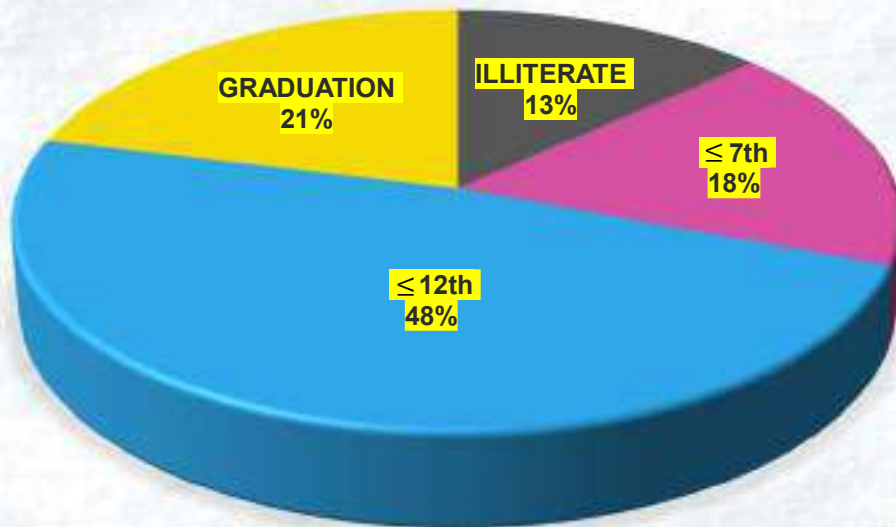


Figure - 02

PARENT LITERACY RATE



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

Figure - 03

CHILD LITERACY RATE

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

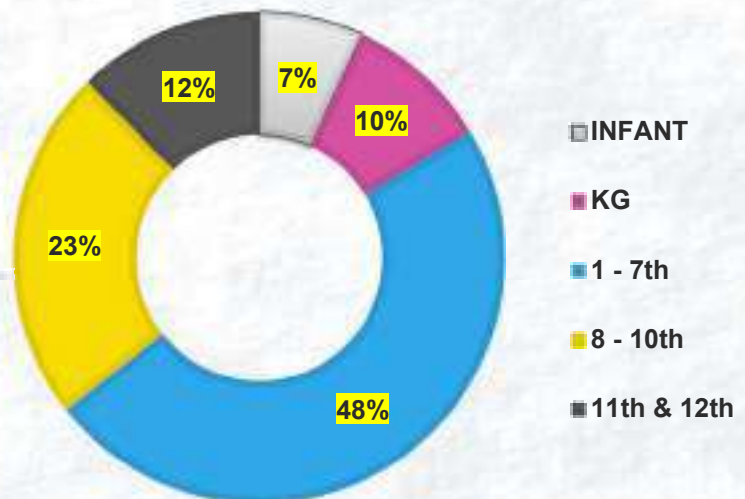


Figure - 04

TOTAL LITERACY RATE



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

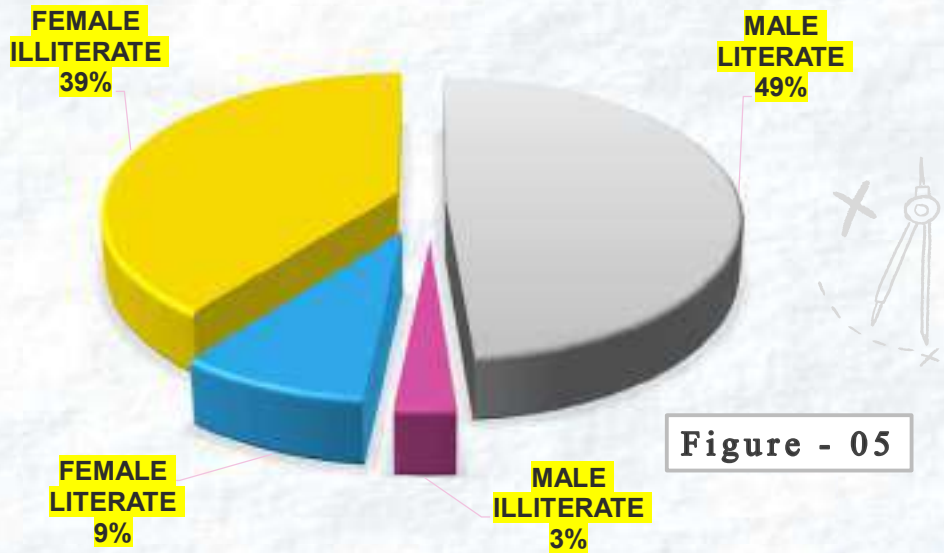
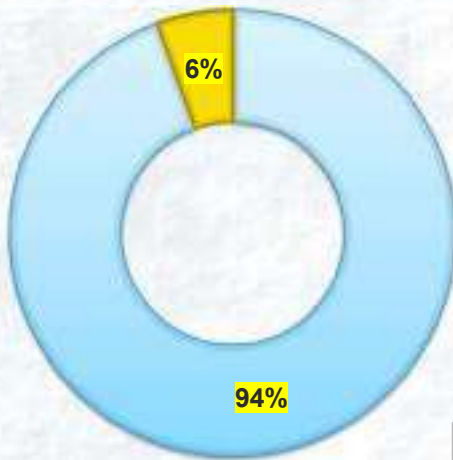


Figure - 05



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

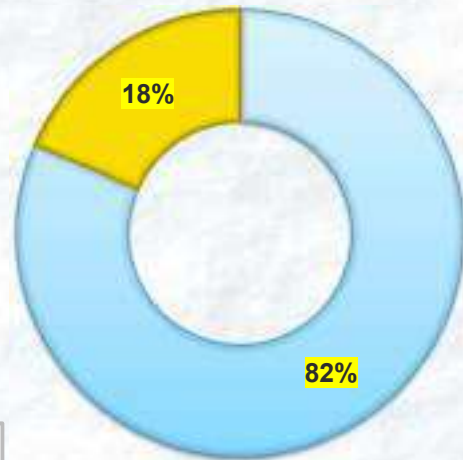


Figure - 06

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

DIFFERENCE BETWEEN MALE AND FEMALE LITERACY RATE

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

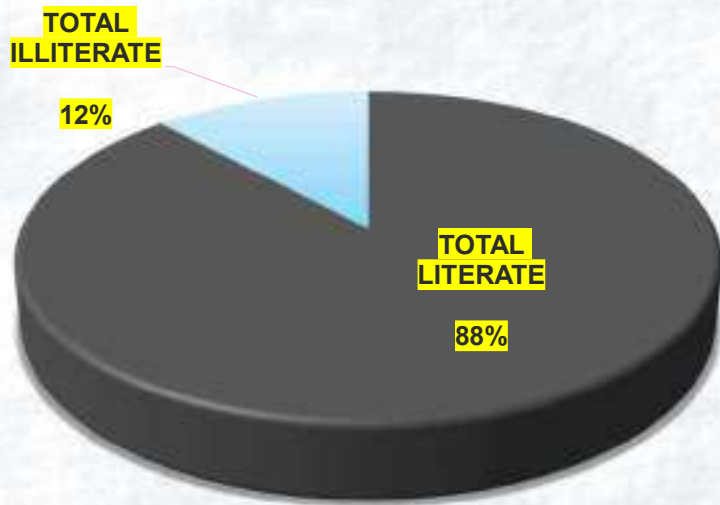


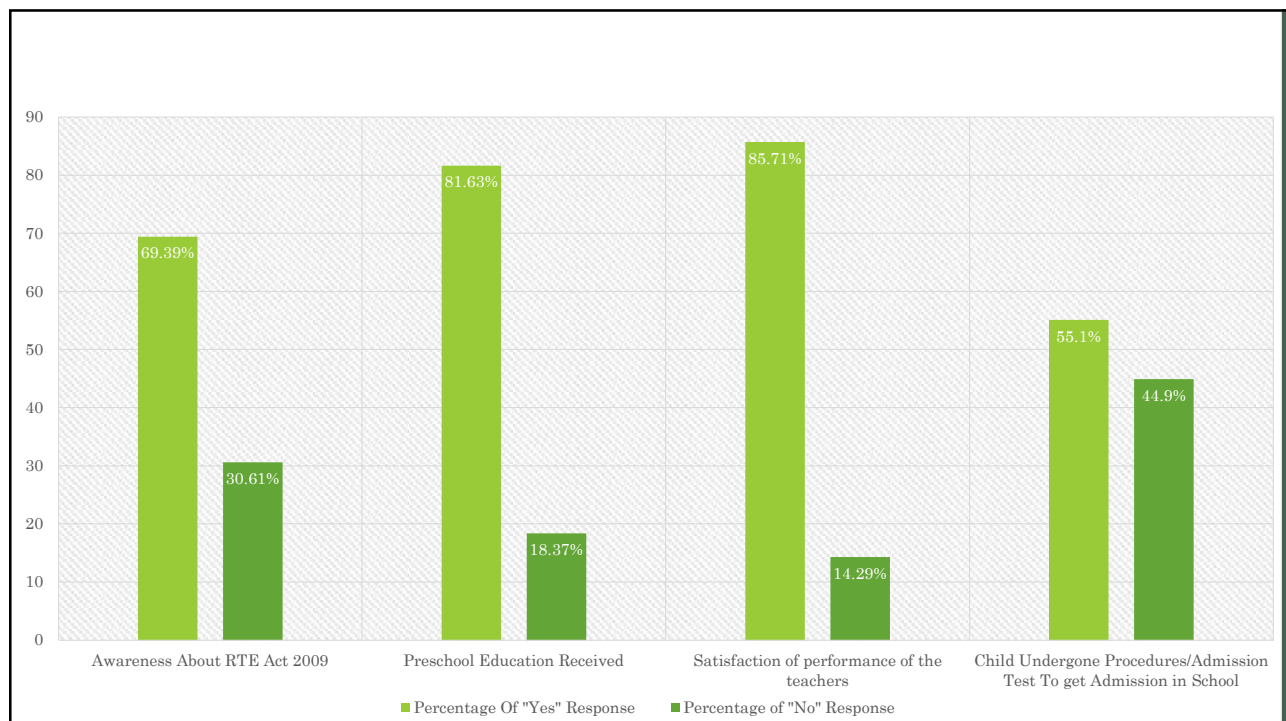
Figure - 07

LITERATE VS ILLITERATE

Regional Institute of Education NCERT, Bhubaneswar

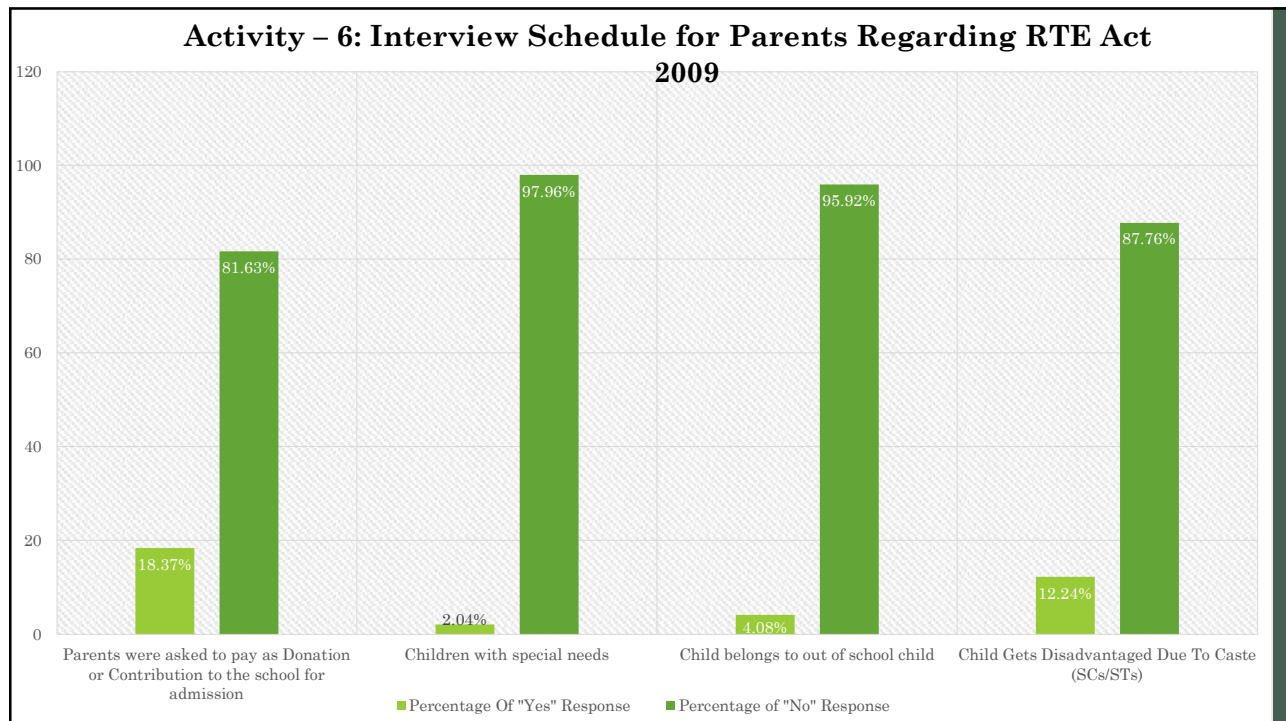
Data analysis of activity 6

*Interview Schedule for Parents Regarding RTE Act
2009*



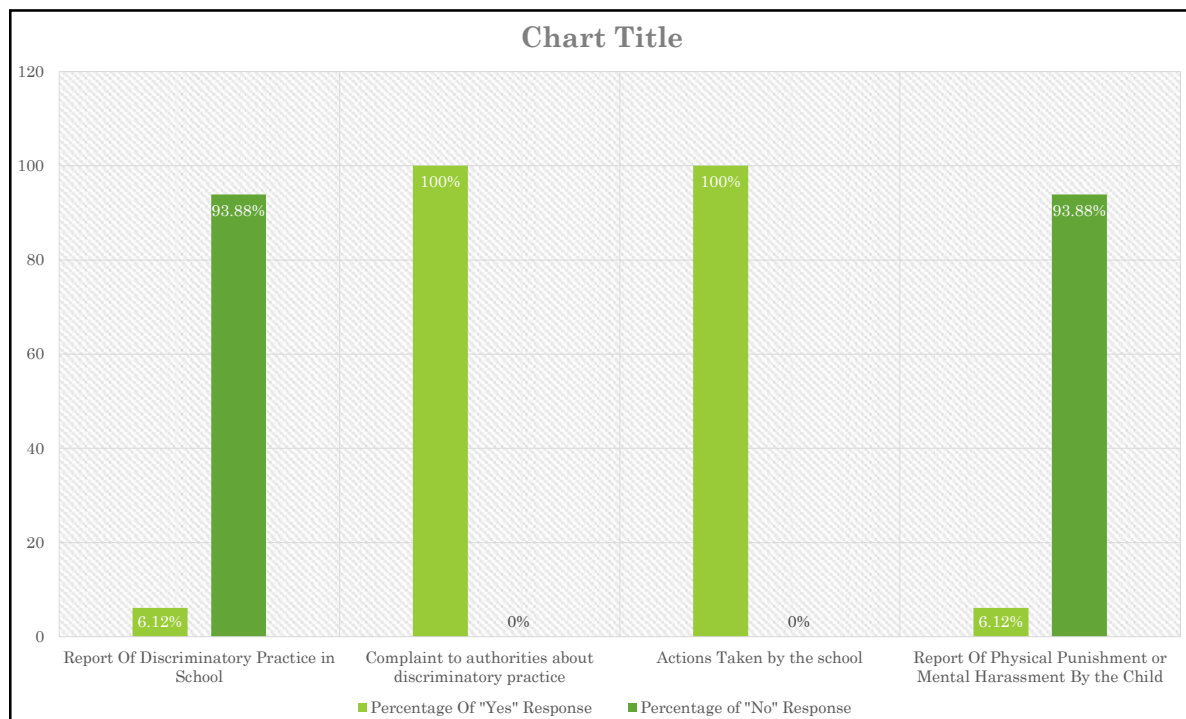
Interpretation Of Graph

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



INTERPRETATION OF THE GRAPH

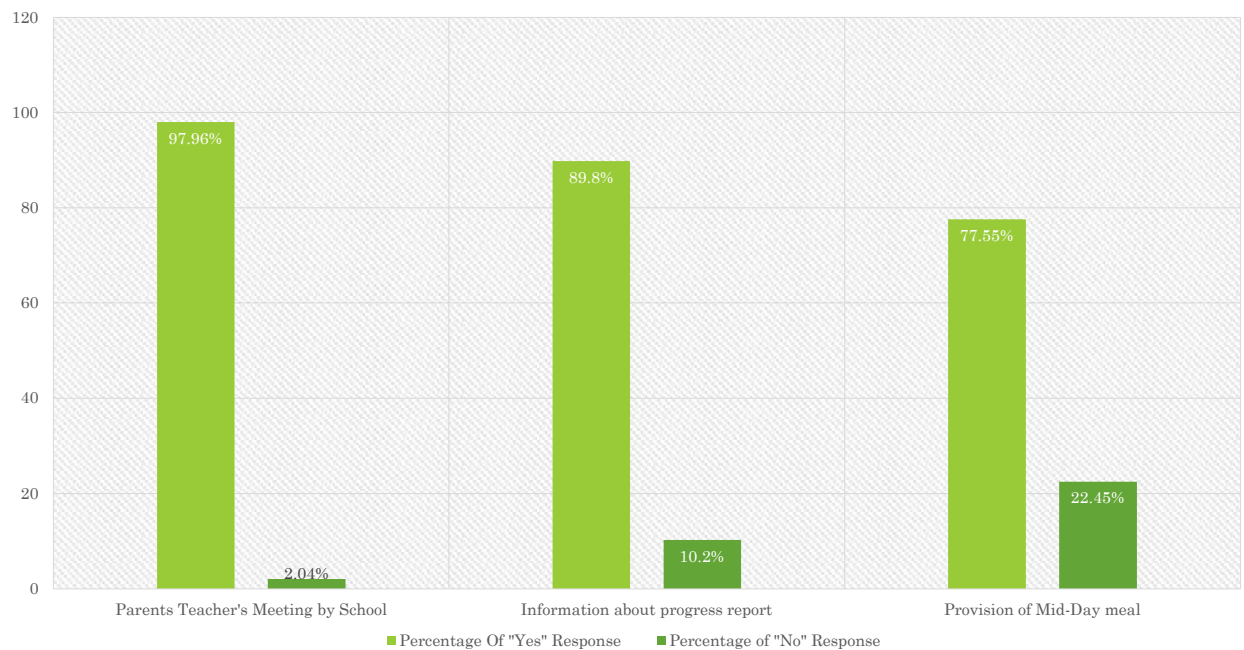
- 18.37% of parents reported that they have paid donation or contribution to the school for the admission of their wards whereas 81.63% of parents have not
- 2.04% of children were identified with special needs whereas 97.96% were normal in all aspects
- 95.92% children were from school whereas 4.08%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



INTERPRETATION OF GRAPH:-

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

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



INTERPRETAION OF GRAPH:-

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

Expectation Of the Family from the School

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

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

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

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



Programme Coordinator
Dr. Rasmirekha Sethy
Associate Professor in Education



**REGIONAL INSTITUTE OF EDUCATION
(National Council of Educational Research & Training)
SACHIVALAYA MARG, BHUBANESWAR -751022**

March 2022

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

Programme Coordinator
Dr. Rasmirekha Sethy
Associate Professor in Education

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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 purpose 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 every academic year in the identified in and around of the Institute from 09th February 2021 to 15th February 2021. The preconference was on 8th February 2021 and Sharing of experiences, reflections and evaluations was held on 17th February 2021. 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.

Dr. Rasmirekha Sethy
Programme Coordinator

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, Bhubaneswar for his constant encouragement, moral and emotional support for conducting this programme successfully in and around the institute. It is my great pleasure to take this opportunity to thank Prof. Sandhya Rani Sahoo, 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, Prof. L.Behera, Dr. Upasana Roy, Ms Srimoyee Poddar and Mr. Amlsh Kumar and Mr. Manas Panda, 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. M. K. Satapathy, Head Department of Extension Education (DEE) and his office staff for all cooperation and support during the programme.

Finally I express my thanks to Administrative Officer, Accounts Section, Academic Section. I am highly thankful to Mrs P.L. Negi and the whole library staff for providing library facilities throughout the programme.

Dr. Rasmirekha Sethy
Programme Coordinator

CONTENTS

Heading	Page No.
Title Page	i
Team Members	ii
Preface	iii
Acknowledgement	iv
Contents	v
1. Introduction	1
2. Role of Community: What is Community	2
3. Community Support and Participation	4
4. Historical Perspectives	7
5. Community Participation and Educational Development	9
6. Need and Justification of the programme	16
7. Identification of place in and around the Institute for working with community Programme	17
8. Methodology of the Programme	18
9. Group Report of Working With Community	22
10. Different Activities of Group –1	22
11. Different Activities of Group – 2	44
12. Different Activities of Group – 3	57
13. Different Activities of Group – 4	74
14. Different Activities of Group – 5	94
17. Different Activities of Group – 6	104
18. Different Activities of Group – 7	125
19. Different Activities of Group – 8	137
20. Sharing Experiences, Reflections and Evaluations	152
15. Result and Discussion of Survey	157

16.	Appendix – A	166
17.	Appendix – B	186
18.	Appendix – C	190
19.	Appendix – D	193
20.	Appendix – E	194
21.	Appendix – F	196
22.	Appendix – G	197
23.	Appendix – H	198

INTRODUCTION

Education is one of the key inputs contributing to the process of national development. This statement has been universally accepted. For development of human resources, investment in education is essential to empower people with appropriate knowledge, skills, values and attitudes, to enhance their quality of life, to improve their productivity and to enable them to participate fully in the development process. Policy makers, educators and others involved in education are seeking ways to utilize limited resources effectively and efficiently in order to identify and solve problems in the education sector and to provide quality education for children. Until the middle of the last century, responsibility for educating children rested with the community. There still are places where communities organize themselves to operate schools for their children today. There are various initiatives to outline the potential of community support, participation, and involvement to improve elementary education in a bigger way.

Community support and involvement in planning and management of elementary education in India is as old as our civilization. Various commissions and committees have reiterated the significance of community participation in achieving the goal of Universalizing Elementary Education. The National Policy on Education (1986) and its POA (1992) also envisage greater role of community in the field of education at the local level. The 73rd and 74th constitutional amendments relating to Panchayat Raj Institutions have further promoted decentralization of education and community participation.

In preparing and implementing efforts to promote community support, participation and involvement in education, it is important to understand the scenario of community support in education i.e. community initiative, awareness, participation and ownership in the promotion of education. Further, a deeper understanding of these issues are important, since the link between community involvement and educational access, equity and quality is not simple and involves various complex ideas. Here in this report though the practical aspects including the students experience has been shared. The theoretical descriptions are to explain the meaning of community, community support and participation in education and the involvement and participation of community in education. From the historical perspective, it is to analyze the scope and extent of community participation in elementary education, to appreciate some of the successful experiences of community participation in primary education in India and the need for empowering community and schools for effective partnership.

ROLE OF COMMUNITY: WHAT IS COMMUNITY?

Let us now define the term 'community'. Community can be defined by characteristics that the members share, such as culture, language, tradition, law, geography, class and race. There are many sociological and anthropological definitions of community. The common elements of these definitions are that community means a local environment of people who have interest in common as well as different interests. A community has an identity, a sense of place, of "Us" and "Them". A community is all of "We", who are not "they" and this is a collective significance of a distinctive name. (**International Encyclopedia of Education, 1985**).

As **Shaeffer (1992)** argues, some communities are homogeneous while others are heterogeneous, and some united, while others are conflictive. Some communities are managed and governed by leader chosen democratically who acts relatively autonomously from other levels of government, and some are governed by leaders imposed from above and represent central authorities.

Zenter (1964) points out three aspects of communities "

- 1) First, community is a group structure whether formally or informally organized in which members play roles which are integrated, around goals associated with the problems from collective occupation and utilization of habitational space.
- 2) Second, members of the community gave some degree of collective identification with the occupied space.
- 3) Lastly, the community has a degree of local autonomy and responsibility.

Brey (1996) presents three different types of communities; the first one is the geographic community, which is defined according to its member's place of residence, such as a village or district. The second type is the ethnic, racial and religious community, in which membership is based on ethnic, racial or religious identification, and commonly cut across membership based on geographic location. The third one is the community based on shared family or educational concerns, which include parents association and similar bodies that are based on families' shared concern for the welfare of the students.

A. R. Desai in his famous book, Rural Sociology has articulated, "The word community has, for the past many decades, denoted religious or caste groups or on some instances economic groups not necessarily living in one locality. But with the inauguration of community project development (CPD) in this country, it is intended to apply it to the

concept of village community as a whole, cutting across caste, religious and economic differences.” Further, community has been variously defined in the discourse on education as ‘parents’ the ‘larger community’ and ‘elected representatives’ or member of such local structures as village education committees (VECs). It is apparent here that ‘community’ is not a homogeneous, monolithic entity, but one that lends itself to varying interpretations. This aspect of the heterogeneity of community could be viewed from two distinct perspectives:

- i. ‘Local class-caste composition when parents, as the background for children are taken into consideration,
- ii. The class composition of elected representatives influences the nature of involvement as well as the nature of conflicts arising from such involvement.

One can only draw context-specific notions of the word ‘community’. The need for contextualized understanding of the term can lead to multiple interpretations.

COMMUNITY SUPPORT AND PARTICIPATION

Community support and participation has to be perceived as a context-specific expression based on the degree of involvement of people, to bring certain systemic changes with a basic objective of ushering in development and improvement in the quality of life of the participants. This involvement could be in health, education, social security etc.

The term participation can be interpreted in various ways, depending on the context. Shaffer (1994) classifies different degrees or level of participations, and provides seven possible definitions of the term including :

- Involvement through the mere use of a service (such as enrolling children in school or using a primary health care facility);
- Involvement through the contribution (or extraction) of money, materials and labour;
- Involvement through ‘attendance’ (e.g. At parents’ meeting at school), implying passive acceptance of decisions made by others);
- Involvement through consultation on a particular issue;
- Participation in the delivery of a service, often as a partner with other actors;
- Participation as implementers of delegated powers; and
- Participation “in real decision making at every stage,” including identification of problems, the study of feasibility, planning, implementation, and evaluation.

Shaeffer stresses that the first four definitions use the word involvement and connote largely passive collaboration, whereas the last three items use the word participation instead, implying a much more active role.

Shaeffer further provides some specific activities that involve a high degree of participation in a wider development context, which can also be applied in the education sector, including:

- Collecting and analyzing information;
- Defining priorities and setting goals;
- Assessing available resources;
- Deciding on planning programmes;
- Designing strategies to implement these programme and dividing responsibilities among participants;
- Managing programmes;
- Monitoring progress of the programmes; and
- Evaluating results and impacts.

As we are aware, education takes place not only in schools but also within families, communities and society. Education is a socialization process, which should ideally be seen a partnership among students, schools / teachers and parents / community.

Despite the various degrees of responsibilities taken by each group, none can be the sole agent to take full responsibility for educating children. Parents and families cannot be the only group of people of children's education as long as their children interact with and learn from the world outside their families. Communities and societies must support parents and families in the upbringing, socializing and education of their children. This in turn can be called community support and participation in education.

Schools are institutions that can prepare children to contribute to the betterment of the society in which they operate, by equipping them with skills important in society. Since each group plays a different role in contributing to children's education, there must be efforts to make a bridge between them in order to maximize the contributions. Education takes place most efficiently and effectively when these different groups of peoples collaborate. Accordingly, it is important to establish and continuously attempt to develop partnerships between schools, parents and communities.

Schools, families, and communities can work productively together to improve community participation :

- 1) Parenting – to help all families establish home environments that support children’s learning at schools;
- 2) Communicating – to design effective forms of school-to-home and home-to-school communication that enable parents to learn about school programmes and their children’s progress in schools as well as help teachers to learn about how children do at home.
- 3) Volunteering – to recruit and organize parental help and support;
- 4) Learning at home – to include families in school decisions, to have parent leaders and representatives in school meetings; and
- 5) Decision making – to including families in school decisions, to have parent leaders and representatives in school meetings; and
- 6) Collaborating with the community – to identify and integrate resources as well as series from as services from the community in order to strengthen school programmes, family practices, and student learning.

The term ‘community support and participation in elementary education’ is a comprehensive one. It can be construed as the total participation of the community in the system to facilitate the achievement of the goals of UEE. Complete community participation could be considered as a tool for self-development and empowerment of the community. The type of participation also ensures community development because it fulfills the most important requirement of development (i.e. literacy), which, in turn, enhances the individual’s economic mobility, and range of choices. Another aspect related to this is the manner in which the communities create conditions for greater participation of children in education and the obligations of the community vis-à-vis education. Does their role end with the participation of children, or is there something beyond it? Are there any specific roles and responsibilities of the community that would enhance effectiveness of the education system? What are the implications of such participation on the specific roles of the government, educational bureaucracy and other stakeholders? These issues are particularly important in the Indian context as a significant proportion of the enrolled children are first generation learners and the stakes are high in the country for investing in education.

HISTORICAL PERSPECTIVES

India has a long tradition of communities supporting education. In the precolonial period, facilities for mass education were maintained locally with the help of parents and local communities. The community also contributed space for school and materials for the students. The content of the education was designed and outlined by the teacher and the community together.

In British India, local bodies like the Panchayats and Municipalities were set up and apart from other functions, they had the responsibility of organizing school education. The government stipulated the content of education, but the organization and administration of the schools was left to the local bodies. There are also incidents of the setting up of private schools by local communities.

Universal elementary education has become one of the constitutional commitments of independent India. After independence primary and middle schools were taken out of the control of local bodies and were transferred to governmental regulation. Thus centralization of education started which alienated it from the community. The notion began to magnify the governmental role and diminish the role of community; therefore it was the government's responsibility to look after it. Centralization though born out of an intention to improve the quality of education, failed to effect such a change. However, even in this bleak scenario, the community was coming forward in certain place to improve the conditions of schools.

The B.G. Kher Committee (1953), emphasized the need for decentralization of management to attract community involvement at the grassroots level. It recommended involvement of all types of local bodies to promote and manage education in the interest of mass education. Subsequently the Balwant Rai Mehta Committee (1957), recommended that primary education should become the responsibility of the Panchayats. While the matter of standards remained with the Department of Education, financial and administrative aspects of management were transferred to Panchayati Raj Bodies. In spite of some deficiencies, some significant gains were noted as a result of this move.

Further, the Bongirwar Committee (1971), viewed education as an instrument of social change and stated that education cannot function in isolation from social forces. The village schools have an important role to play in creating a proper environment in rural areas. Therefore, the local people must be associated with the working of schools. This committee

recommended transfer of more functions to Panchayati Raj bodies including transfer of teacher, academic administration and supervision of the school etc. Ashok Mehta Committee (1978), advocated transfer of substantial powers and responsibilities in education to Zila Parishads. These powers and responsibilities included transfer of teachers, monthly transfer of salary funds from the state and composition of a Board of Education for maintenance of quality and standard of education.

Community participation has been acknowledged as one of the effective strategies of achieving the goal of UEE as has been reflected in the recommendation of various commissions / committees on education. The need for decentralized planning of school education especially of primary education has been strongly stressed in NPE 1986 (as revised in 1992) which recommended not only promoting participation of the community in elementary education but also a movement towards empowering the local community to take major management decisions in this regard. It proposed adopting the Eleventh Schedule of the Constitution which provides among other things for entrusting with Panchayati Raj Bodies, education including primary education, secondary education, teacher training, vocational education, adult and non-formal education, literacy and cultural activities. The subsequent 73rd and 74th constitutional amendments gave further momentum to this move towards decentralization and community empowerment in the management of education. Taking cognizance of the 73rd and 74th amendments, C.A.B.E. set up a special committee under the then Chief Minister of Karnataka, Veerappa Moily, in 1993 who formulate a framework for decentralized management of education under the Panchayat Raj Institutional (PRI) framework. The committee recommended the setting up of Village Education Committees (VECs) and Panchayat Samitis on Education at the block level. Since 1994 the PRIs and VECs have been involved in education in different states, though their participationeven across the states.

Community participation (parents, community as well as local elected bodies) was visualized as one of the basic components of all major UEE projects which were initiated in pursuance of NPE 1986 recommendations like Bihar Education Project, U.P. Basic Education Project, DPEP, Lok Jumbish etc. In DPEP, decentralization and community participation are being put into practice on a very large scale. Sarva Shiksha Abhiyan (SSA) which is the latest nation-wide programme formulated by the Government of India to universalize elementary education also lays emphasis on community ownership of the school system. This will be augmented by effectively involving the Panchayati Raj Institutions, school management committees, village and urban slum level Education

Committees, Parent Teacher Associations, Mother Teacher Associations, women's groups, Tribal Autonomous Councils and other grass roots level structures in the management of elementary schools. The SSA works on a community based approach to planning and monitoring the system of elementary education. It envisages cooperation between teachers, parents and PRIs.

COMMUNITY PARTICIPATION IN EDUCATIONAL DEVELOPMENT

The goal of any kind of activity that attempts to involve community and families / parents in education is to improve the educational delivery so that more children learn better and are well prepared for the changing world. There are various reasons to support the idea that community participation contributes to achieving this goal.

Community participation is institutionalized through establishment of structural bodies like PRIs, VECs, and PTAs / MTAs. These arrangements have come up as a sequel to 73rd and 74th constitutional amendments for involving local community. Village Education Committee that comprises seven to fifteen members has the responsibility of promoting enrolment, assisting in smooth functioning of the school, and mobilizing resources for school improvement. VECs have been entrusted with the responsibility to check attendance, school functioning and accountability of teachers. To ensure their empowerment, training is imparted in the desired task they have to perform. Further, the role of Parents Teacher Association and Mother Teacher Association has become more prominent as a sequel to the National Policy on Education and District Primary Education Program. The major functions of PTAs and MTAs include contacting parents of the children who do not go to school and children who remain absent, and promoting local support.

The scope of community participation in the educational process has been expanded and widely acknowledged over the decades. The decentralized system envisages the community as an active partner in the process of planning, designing, implementing, monitoring and evaluating the school activities. Community support and participation can be enhanced through following measures.

Utilizing Existing Resources: We have been committed to delivering education to children but learning materials as well as human resources are limited in our country. The focus has shifted to finding efficient and effective ways to utilize existing limited resources. Involving parents, families and communities in the process of data collection can reveal to

them factors that contribute to lower enrollment and attendance and poor academic performance in their schools. Furthermore, parents are usually concerned about their children's education, and often are willing to provide assistance that can improve the educational delivery. Parents and communities are powerful resources to be utilized not only in contributing to the improvement of educational delivery but also in becoming the core agents of educational delivery. In places where teacher absenteeism and poor performance are critical issues, parents can be part of the system of monitoring and supervising teachers, ensuring that teachers arrive in classrooms on time and perform effectively in the classrooms.

Developing relevant Curriculum and Learning Materials: The schools consider the community as the center of learning as well as the focus of education, which enables community life, such as festivals, customs, musical instruments and local business activities, to be reflected in the curriculum. The oral tradition is transcribed and local crafts, jobs and economic activities, health problems, geography, landscapes, transport, sports, dances, food, animals, vegetation, and minerals are also described and classified for use in learning experiences. Community involvement helps achieve curricula and learning materials that reflect children's everyday lives in society. When children use textbooks and other materials that illustrate their own lives in their community, they can easily associate with what they are learning and what they already know.

Identifying and Addressing Problems: Communities can help identify and address factors that contribute to educational problems, such as low participation, access and poor academic performance.

Promoting Girls' Education: Community participation can contribute to promoting girls' education. Through participating in school activities and frequently communicating with teachers, parents and communities can learn that girls education contributes to the improvement of various aspects of their lives, such as increased economic productivity, improved family health and nutrition, reduced fertility rates, and reduced child mortality rates. Involving parents and communities in discussions as part of school activities also helps to identify factors that prevent girls from schooling. Parents are encouraged to express their concern, and reasons why they are not sending their daughters to school. For instance, many parents in rural areas are reluctant to send their daughters to schools located at a distance, due to their concern about the security of their daughters on the way to and from the school. In addition, since girls are important labourers in the household, helping

their mothers to do the chores and take care of their younger siblings, the time spent going to and from school seems too much of a waste for the parents.

Involving parents and communities in school activities also helps to identify possible teachers in the community, especially local female teachers who greatly help in girls' education. Furthermore, in places where communities are indifferent to girls' education, elderly people or religious leaders who are respected by community members can convince them to send their girls to schools, if the dialogue with these respected people takes place successfully.

Creating and Nourishing Community-School Partnerships: There are various ways to bring parents and community members closer to schools which they serve, including: (a) minimizing discontinuities between schools and communities, and between schools and families; (b) minimizing conflicts between schools and communities, schools and families, teachers and parents, and what is taught in school and what is taught at home; (c) making easy transition of pupils going from home to school; (d) preparing pupils to engage in learning experiences; and (e) minimizing cultural shock of new entrants to schooling. Communities can contribute to schools by sending respected community members, such as religious leaders or tribe heads, to the classrooms to talk about community history, traditions, customs, and culture, which have been historically celebrated in the community. Schools themselves can contribute to community efforts by developing sustainable solutions to local problems.

Increasing Accountability: Parental involvement in education, particularly in school governance, is seen as a means of making schools more accountable to the society which funds them. When parents contribute their time, labor, materials, land, and funds, they tend to be more involved in school activities, including participating in meetings with teachers and monitoring teachers' performance. Teachers and school staff, in turn, feel more obliged to deliver better education for the students in order to respond to the needs of parents and communities. Participation can greatly help develop accountability, which contributes to improving the education delivery.

Ensuring Sustainability: Community members are expected to be actively involved in the process of interventions through planning, implementation, and evaluation. Furthermore, they are expected to acquire skills and knowledge that will later enable them to take over the programme as well contribute as and when needed.

Improving Home Environment: Community participation can contribute to preparing and improving home environment, by encouraging parents to understand about the benefits of their children's schooling. Furthermore, families who are involved in schools not only have a better understanding about education but also become more willing to cooperate with schools in attempts to improve children's learning. In addition, parents can help their children with homework, and make sure that children are physically ready to learn at schools. The parent and the community are some of the key factors to determine school effectiveness because they can prepare children's readiness to come to school and their cognitive development, by ensuring children's well-balanced nutrition and health.

Community participation can contribute to education delivery through various channels. The following is a list of ways through which communities can contribute to education delivery such as:

- Advocating enrollment and education benefits;
- Boosting moral of school staff;
- Raising money for schools;
- Ensuring students' regular attendance and completion;
- Constructing, repairing, and improving school facilities;
- Contributing in labour, materials, land and funds;
- Recruiting and supporting teachers;
- Making decisions about school locations and schedules;
- Monitoring and following up on teacher attendance and performance;
- Forming village education committees to manage schools;
- Actively attending school meetings to learn about children's learning progress and classroom behavior;
- Providing skill instruction and local culture information;
- Helping children with studying;
- Garnering more resources from and solving problems through the educational bureaucracy;
- Advocating and promoting girls' education;
- Providing security for teachers by preparing adequate housing for them;
- Scheduling school calendars;
- Handling the budget to operate schools;
- Identifying factors contributing to educational problems (low enrollment, and high repetition and dropout); and

- Preparing children's readiness for schooling by providing them with adequate nutrition and stimuli for their cognitive development.

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.

IDENTIFICATION OF PLACE IN AND AROUND THE INSTITUTE FOR WWC PROGRAMME

The programme coordinator Dr. Rasmirekha Sethy had visited different places in and around the RIE, Campus for Working With Community Programme along with other associated faculty members from 5th to 7th February 2021 after getting the permission of the Competent Authority for finding suitability to send our students for conducting awareness programme. Dr. Rasmirekha Sethy, Programme Coordinator discussed with the leaders of different slum area located nearby the RIE, Campus for such programme. The coordinator and associated faculty member found the places namely Anand Bazar Slum, Tarini/Science Park slum, Bhoi Nagar slum and Ganesh Slum are suitable places which were specious for conducting the programme. The overall leader of all slums was Trinath Sahu who cooperated a lot to work out in enthusiastic manner in the slum. He was a motivational leader who has spent his valuable time with our student teachers and slum member to make them understand that what the purpose of this programme is.

METHODOLOGY OF THE PROGRAMME

The mode of transaction were rally with placards, competition or debate, poster and banner display, mass movement, nukkad nataka, survey, interviews and awareness programme in the slum area. Through this process the student teachers got exposure to the community life for seven days and connected with the slum members.

The orientation programme of Working with Community (WWC) of B.Ed. –IV Semester was held on 08.02.2021 in the Auditorium 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 and Institute have elaborated the details of the activities to be conducted during the programme. Prof. M.K Satpathy said that this programme has been designed in such a way which will serve the purpose of the social needs reflected in the curriculum. Through this programme the student teachers will develop understanding of the problems and try to solve the problems of the community with the cooperative efforts. He explained how the student teachers can be useful for the society. Prof. Pritish Acharya, I/c HOD, DESSH expressed that for this programme firstly the student teachers are to develop theoretical understanding. After that they will learn maximum while interacting or mingling with community as community is the extended form of Society. He stated this programme does not go waste. Prof. Gowamma .I. P. HOD, Education motivated to the student teachers by saying that they are all leaders. They have already developed such kind of qualities through multicultural programme. As all most all are staying in the hostel, they are getting time to go out from the hostel to community. This programme will develop the insight of the student teachers as they are exposed to the urban slum area. This programme will serve the learning needs of the students. They will come to know the physical surrounding of outside and inside of the campus. Really, they will come to know the socio-cultural components and the economic issues of slum areas. All student teachers are responsibility holder. They are going to contribute a lot towards development of society. Prof. B.N Panda, Dean Research, spoke that physically all student teachers are here but your mind may be going to the field for good work. You have 15 days exposure and you are 20th batch who are going to participate in the WWC programme. He said about the programme that how the programme was conducted in earlier days by citing statement accommodating 100 students at a place is difficult. The old student teachers were getting up at 5.00 AM and with the group only they were going to village for Prabhat Pheri at 6.00AM by holding placard. Their breakfast was provided at 8.30AM. They were going to different schools by walk at 9.00AM. Whatever was done, it was done at exact time. He

appreciated the coordinator by saying that she is an cooperative and intelligent person. He appreciated ex students by highlighting how the student teachers were staying in the community with the greater cause to learn how to live in the community and how the coordinator and other faculty members also take pain while staying in the community. He cited this is an awareness programme by which the student teachers will serve the society with selfless motive. He highlighted that coordinator has lots of responsibility starting from identification of the venue to student teachers safe returning to the institute. Prof. A.K Mohapatra, Head, DESM said that though it is a part of the curriculum for student teachers, they are also eager to go for working with community. Becoming a teacher or teaching is not everyone's cup of tea. Majority of trainees are here by chance not by choice. This programme is not meant for cleaning this or that. Last year this programme was in Chilika and may be in the next year in Chilika also. He highlighted the gap between school and community. Without the interaction with the community you cannot be a complete teacher. While doing or involving in the programme be careful for Covid-19. Whatever you will get experience, will be for yourself. Prof, Sandhyarani Sahoo, Dean of Instruction and In-charge principal encouraged the students by putting the words. There are different kinds of activities held in the institute out of those this WWC programme is a unique one. Student teachers are the agent of social change as teachers are the right persons to bring the change in the society. The student teachers will be experiencing about the problems faced by the slum. Quality of education can be ensured through this kind of activity. Pupil teachers personality will grow by this programme. Trainees will get the experience on real life situation. Here there are three stake holders such as student teacher, we and community. For this programme student teachers are required to take globes, masks, and sanitizer and maintain social distancing. Prof. Ramakanta Mohalik, faculty of education informed that this programme will develop awareness among student teachers about community. The success of the programme depends upon the awareness level of trainees about different activities. By cultural programme student teachers can give variety of message to the slum members. He appreciated to the student teachers by saying that all are multitalented and can do wonder. The intension of Nukkad Natak is to provide the message to the people of slum about different social problems. In the survey, some questions related to life style diseases and COVID-19 added this time to create awareness among slum dwellers. He stated that no work is superior and no work is inferior. All the students will do the physical exercise, Shrama Dana, practice for cultural programme and games. Through this kind of activity the student teachers will have the all round development.



Prof. Pritish Acharya is addressing during Pre-Conference in presence of Prof. S.R. Sahoo, Dean(I), Prof. B. N. Panda, Dean(R), Prof. I. P. Gowramma, Head, DE and Dr. R. Sethy, Programme Coordinator



Prof. Mohalik is addressing during pre-conference

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 smooth and systematic conduction of the programme all the student teachers were divided into eight groups namely 1, 2, 3, 4, 5, 6, 7 and 8 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 teachers (one boy and one girl) 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. The list of agenda for pre-conference and sharing of experiences, reflection and evaluation attached in Appendix-E.

GROUP REPORT OF WORKING WITH COMMUNITY

During the programme trainees were worked in small groups having 13-14 members in each group. They have worked in groups for cleanliness, survey, role play and drama etc. The group wise report of trainees is discussed in following paragraphs.

DIFFERENT ACTIVITIES OF GROUP-1: The group number one consists of the following members from both Arts and Science stream selected by Rasmirekha madam. All were disciplined for their work and behaviour. Ms. Anita was the group leader. She was leading the group very effectively.

Regional Institute of Education, Bhubaneswar



**Report on Working with
Community
2021 - 2022
GROUP A**

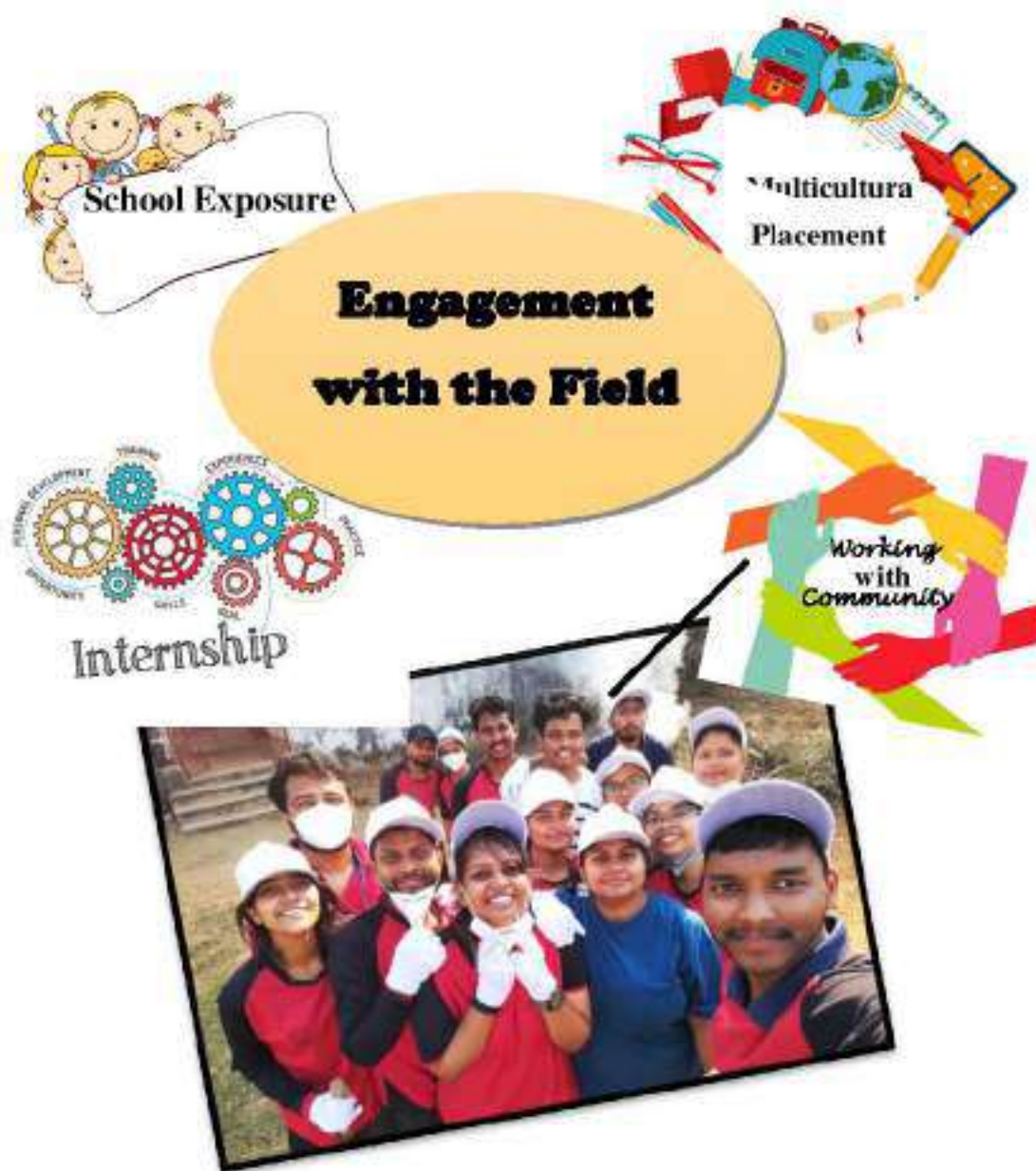


Group Members

<i>ARTS</i>	
Roll Number	Name
1	Adarsh Kumar
2	Ali Aktar Hossian
3	Anamika Saha
4	Anitiya Prakash Behera
5	Anupriya
6	Archita Bhuyan
7	Astha Jaideep
8	Aujalya Pradhan
<i>SCIENCE</i>	
Roll Number	Name
1	Aditit Dhali
2	Ajay Hembram
3	Akash Thakur
4	Alibharani Sahu
5	Amarjeet Mishra
6	Amisha Prasad
7	Amit Kumar Jena (Leader)

Introduction

Field work with community is one of the extra curriculum activity among all the other activities like school exposure, multicultural, school internship that has been prescribed by NCERT and NCTE for 2 years B. Ed. students. It gives an ample opportunity to understand the different shades of community and life of community members. It is a channel through which student teacher can socialize them and to cope with the steady changes that society and community undergoes. It embarks new socialism in to the life of students which brings new challenges and endeavors new approach and enthusiasm among the student teachers for nation building.



Pre – Conference Programme cum Orientation Programme on 4th March 2022.

The registration of the students happened between 9.30- 10 AM. The inaugural session began at 10.15 AM in presence of Principal Prof. P.C. Agarwal, Dean of Instructions Prof. Sandhya Rani Sahoo, Dean of Research Prof. B.N. Panda, Head- Department of Education I P Gowwamma, Coordinator Dr. Rashmi Rekha Shethy and all the students of B.Ed 2nd Year. The dignitaries shared their vast experience of Community work which they had conducted in the previous years. Prof. Sandhya Rani Sahoo ma'am guided us regarding the indigenous practices of different places. She encouraged us to perform the Nukkad Natak as it's the best possible way to bring the social issues into consideration. Principal sir mentioned the importance of the B.Ed. program by saying that teaching is a noble profession, teacher act as social reformer, change maker. The respect from students what the teacher gets is always worth it for all the hardships that we do. In this community work program, it is important to understand that role of SMC (School Management Committee) in school process. Knowing the background and local context of the child is important for the optimum growth and holistic development of the learner. Between 11 to 11:30 Prof B.N. Panda, Prof S.P. Mishra and Dr. E. Gangmei explained about the objectives and importance of working with community Programme. Prof B.N. Panda sir told us to exhibit the inner self in-front of community so that the rapport could be build up. Between 11.30- 1 PM various activities which are to be conducted in Community Programme are elaborated by Prof. Gowamma I.P., Prof. L.D. Behera and Dr. Dhanya Krishnan. In the second half General Discussions took place in the group and we were given various cues regarding the Nukkad Natak by Dr. Upasana Ray.



Day 1,5th March Visit to Shri Aurobindo Purnanga Sikhya Kendra.(Shri Aurobindo School of Integral education)

A very positive vibe because of Natural environment. Integral Education-All round development of a student. The silence of the students was portraying the ideas of Shrima and Shri Aurobindo. Naturalism was the key initiative of both the personalities. The meditation was impactful and we could realize how concentration could be improved. The integration of music with spiritual environment was something new to see. The awareness of the professionals about NEP 2020 was worth for the educational environment where the students incorporated with practical skills and experiential learning. Students are given opportunity for craft works (hands –on – work) and is appreciated than the rote learning. A special curriculum from KG 1 to class 7, after that followed by Odisha government curriculum. Irrespective of old infrastructure the happiness could be seen among students in decorating the campus and Samadhi of Shri Aurobindo. No commercialization was found in the school. All the vegetables are grown and fed for students only. Kamdhenu kutir keeping cows and love for animals is seen among



all. Here, total education is considered to make the holistically developed rather than just studying. Human values and moral values are of the most importance. Silence in the Human civilization connects to the natural world.

Group wise it is assigned that every day one group would serve food to all and also assist the cooking staffs. So, in the first day Group A served the food and ensured that hygiene to be maintained and all would get the food.

Between 9.30 AM to 10.30 AM- We settled with the available accommodation and assembled so that we could interact with the CRCC (Cluster Resource Community Coordinator) and villages could be allotted to each of the group. We went to the allotted

village that is Ushpodar so that we can build the rapport with the village people to conduct the further activities.

After coming from the Village, we had lunch took some rest and then we were assembled at the evening at 4 PM so that we can visit Aurobindo school.

4.30 PM- We visited the Shri Aurobindo Purnango Sikhya Kendra. There we witnessed the integral education in true sense. Apart from the infrastructure we noticed a natural environment with different kind of plants grown around which adds to the place. We gave our homage to Shri Aurobindo Samadhi which was so peaceful



from inside and gave a touchwood to all of us to commence the journey of Community work in the coming days. We observed the students doing little work with pleasure which could be plucking flowers to adorn the Samadhi, feeding the cows. The whole campus around 15 acres was well used. Crop rotation was done including vegetables, wheat, potato. Whatever grown was completely used in the school. Milk produced is also given to the students. The hostels are also well equipped with basic availabilities so that students can live and read properly. We participated in the meditation activity been a part of evening assembly which was so soothing. We gave our homage to Shri ma also.

9.30 PM- We gave the review at the end of the day. The first day reflections could portray our difficulties in our words but we were ready to squeeze our problems and come out with the best possible solutions.

Day 2, 6th March Visit to Ushpadar village under Dashirathi cluster

Gender equality and population education awareness, Health and Hygiene of the Community, Survey of primary education in rural Odisha, Survey of community resources for school education, Educational Survey of Community, Interview schedule for parents regarding RTE Act 2009- These are the following activities which we did and it seemed that for the first time we handled a mass data altogether which was brainstorming in true

sense. Hesitation could be seen among people while sharing. Males are given more importance at the same time girls are sent to government school while boys are sent to private school. Community people collaborate together to clean the surroundings irrespective of government support. Government School is 2 km away from their residents, so it's



tough for access of education but anganwadi centres are near where enrollment is being done with all facilities. Irrespective of so called urbanization still less people are involved in professional activities rather fishing remains the occupation of majority of the people staying there. All the females in the house basically were 10th dropout while males are involved in ITI courses are being preferred to do private jobs with some minimum money for having a basic life style. Right to education is just meant for facilities for the people rather than full-fledged educational curriculum. The cultural activities conducted in the evening are refreshing to get the mental equilibrium.

6:30 AM - We all assembled at the school ground where we were staying Balika Utch Vidyalaya Kalupada Ghat. Our coordinator teacher Dr. Rashmi Rekha Sethy was the instructor of the physical activities. We first started with toe exercise and went on till head exercise. Mam demonstrated the exercise and we then followed her. This was very refreshing and prepared us for the day. My group participated in this activity with full energy and enthusiasm. This was done till 7.30 am and then tea and biscuits were served to us by our classmates (Group B).

8:00 AM – we all went for our next activity in community work “shram dan” were we all had to clean the school ground. We all with full energy went on with work to clean our school. We were given the tools which helped us in cleaning process. My all-group members actively participated in this and cleaned the area allotted. This activity was very helpful to know that our duty is not just to keep our



house or surroundings clean but to keep our society clean too. This work was done for 1 hour and then we all were time to fresh up for the day and get ready for our next community work. We had our breakfast by 10.00 am.

10:30 AM –Group was assigned ushpadar village which was around 2 km away. Our team assigned with a local teacher Mr. Bula Sahu who guided us to the village. There our team was distributed in group of 3 with 1 odia and 2 non-odia so that we have no communication problem. We all then



assembled at 12.30 pm and discussed our survey data work and completed our report collection work. This was completed by 1 pm. We all returned to our school by 1.30 pm had our lunch and we were given time to rest.

5:00 PM- We all again assembled in the school ground for the preparation of our nukkad natak. We all had a discussion to search for the topic which is relevant to the village issues. We selected the topic of girl child education and child marriage. We prepared the script and the group members were assigned the role that they had play. All the group members started the preparation. Then by 7.00pm we returned to the assembly area.

8:00 PM- There was a program where a Odia singer was invited who filled us with energy. All the students enjoyed the program and all the tiredness of the day was forgotten for the day. We then had our dinner by 9.00 pm.

9:30 PM-We all groups' members assembled for the preparation of group reflection and the days reflection report was sent to mam.

10:30 PM- all the group individually presented their day's refection and we were given next day schedule.



Day 3, 7th March Community Survey & Classroom observation (Anla Diha)

The same schedule being followed, starting with Physical activity, Shrama Dana and then we went for the rally. Irrespective of the scorching heat of the sun, getting drained with no water after the rally we entered into the school. The joy of playing seen in the eyes of the students with bare feet rejoiced us again. The zone of criticism reduced into appreciation after seeing the efforts that the individuals are putting forward for the upliftment of the community. A school where the walls communicate with the quotes and messages that's what a classroom is in sense. The moment a teacher and student differentiate between any random room and the classroom thereby the journey of teaching learning process begins in true sense. The classroom walls were with various quotes and information which were adding to the learners' knowledge. The teachers had a good rapport with the students, immaterial was the method or strategy at that point because their ultimate way of gaining knowledge is by the teacher only. The school was certainly lacking in resources, infrastructure and teachers but the teachers were trying to make it best for the learners. The activities we did was Classroom observation of Social Science, Focus Group Discussion and Survey of Secondary School. We found that the school is producing around 100 % result for class 10th in the last few academic sessions.

Hardworking is the key to which the group nailed to complete the work. A common thing noted that the mentality of women was like staying inside home rather than working outside. A support is there from the male counterpart to let them work and all are so aware of the hygienic issues whether it be in detail like menstrual cycle. The drainage system is so properly maintained by the community people in rotational basis irrespective of the support from the government. During the survey we visited to different houses and

interacted with different family members and met with people of different age groups whether it be a kid, school going kid, adult people, and old people. Their point of views were different which gave us that how the mentality varies with age, gender, and house. Irrespective of the language barrier as we all are from different places still we tried to communicate with the people in Hindi, Odiya and the astonishing thing was that people were also trying to communicate with us and trying to make us comfortable.

Day 4, 8th March Nukkad Natak in Jaganathpur Village.

The morning started with exercise in the first sunshine. The enthusiasm can be seen among the teachers and students. Various workouts involving the psychomotor and cognitive amalgamation made us alert from inside. A clean environment sets the mood for the day. The voyage of cleanliness starts from own house. We cleaned the surroundings and made it free from plastic, weeds and thorny bushes. We built a mindset that clean environment inculcates a clean mind. People got encouraged to do the same around their home and shops. Irrespective of the tiring schedule we managed to interact with community around us in the most effective manner. The details we got about hygiene, Education, Population, Profession enthralled us with diversity that we can find even within a small village.



The theme of Girls' Education, Women Empowerment, and Ill effects of Drinking Alcohol, Domestic Violence, and Gender sensitivity had to be put in front of the local natives of Jaganathpur in a form of entertainment so that they find the ease in accepting the change. The venture of Nukkad started with scripting, casting followed by brainstorming to put the message in the most acceptable form. The stage ignited the spark of performing arts in all of us. The natural sentiments were also included by each and every member. The hard work was appreciated by the people which made us realize our role to serve the community. The message was vibrant to create the change among them. In true meaning we realized that a teacher is an all-rounder.

Day 5, 9th March Visit of the Principal, Dean of Research for the Meeting

The visit of the Principal as the head of the family filled us with energy as when some own person comes and reviews things and compliments it, it really is a matter of touchwood.

A teacher can make the School a heavenly place for the students by little efforts. A small meeting happened in the evening but that was what made us feel that yes all that we did worth it.

Morning 6.30 am- Exercise is done. The physical activities covers different body parts starting from eyes, hands, legs and even stretching. Meditation improves our concentration.

8 am- Cleanliness drive around the school campus.



10.30 am- Visit to the community “mathiapada” village and Tarimi village to perform the community survey. The group was divided into various subgroups so that we could interact with more number of people.



Visit to the Mathipada Primary school to know about the enrollments and available facilities for the students.

3.30 pm- Visit to Panidwar for performance of Nukkad where the various group members performed on various themes like child marriages, employment opportunities for girls.

7 pm- Meeting in presence of Principal Sir, Dean of Research, Coordinator of B.A. B.Ed K.Ketki Sir, CRCC & HM Dashirathi Cluster, Cooperating teachers of different schools.

Our Coordinator Madam, Dr. Rashmi Rekha Shethy addressed the meeting. Reflection is given by two student teachers followed by the blessings of all the dignitaries present over the dice. All witnessed the Nukkad Natak with Principal Sir of Group D based on Girls' Education.



The day ended with the Reflection from various Groups which helped us to have the acceptance for any situation. Our coordinator Maam made us aware that this Community

work has enabled us that we could be placed in any situation and we are now having that courage that we can face any situation.

Day 6, 10th March, 2022 Last night Program and Sports Event

6:00 am to 8:00 am

As usual we woke up at 6:00 am in the morning, did our daily routine and got freshen up. At 6:30 am, we were at ground standing with, energizing ourselves with mesmerizing sunlight. Surya namaskar was very important part of our daily exercise routine. The morning exercise ended with blissful meditation session. Just after that, we had tea break where we had a special green tea from Assam. It was refreshing and detoxing.

8:00 am to 9:30 am

Again, it was a time for daily SHRAMA DAAN and all of us were ready with our tools and equipment, we went to near by areas and started our jobs. But today was special, today we got a new energy and motivation as one of the village members came to us with bucket and broom and helped us in every possible way. We got really motivated as it was affecting the local people and changing them, it was a positive impact and we felt that this community work is becoming a great success. We had good time and we were satisfied with the work we did.

4:30 to 6:30 pm

Sports Event

Today was our games and sports event which was witnessed by the respective coordinator and our CRs. Today several competitions were held in sports such as volley ball, badminton, etc. it was a girl v/s boys match in volleyball which also promoted sports for girls. Badminton became the eye-catching game as there were amazing players in our batch.

It was really a good time, as we all enjoyed our beautiful evening with lots of physical and refreshing activities.

At 6:30 we ended our physical sports and we received glucose at the end. Happy ending comes with great enjoyment.

7:00 pm

A tea session with some delicious biscuits was a surprise for us by our coordinator teacher as a reward for us. With that note we started our daily representation work.

Day -7, 11th March, 2022 Last Day of community work

This was the last day of the beautiful journey, which started from 5th of March, 2022. It is going to end with lots of memories, love from the community people of Dasarathi cluster and a chain of beautiful flowers. Here the flowers are my friends.

The day started with energetic exercise in the school ground at 6:30 am, with the enthusiastic words by Rashmi ma'am. We took the energy of sun.

7:00 am – 12:00 pm

It was our tea break, just after that we went for last rally at Ushapada village. It was somehow encouraging for us because dr. Mohalik Sir was with us and we were meeting with the villagers for the last. There were emotional vibes in the air. Then we came back to the school. We had three hours to get ready to return to our institute. We reached school after our rally at 11:00 am.



Then we had our delicious lunch. They served us rice, dal, salad, egg curry for non-vegetarians and mushroom gravy for the vegetarians. Thanks to cook bhainas, because of them we had such delicious food every day. After our lunch we took rest for two hours.

12:00 pm – 10:00 pm

We had our lunch at 12:00 pm and we left the school at 2:00 pm with our bags. That was the time when everyone was very emotional because we were leaving the place which

taught us so many things, we bagged lots of memories with us. We planned to visit Chillika to experience the beauty of kalijai. We reached there at approx. 4.30 pm. We were there till 6:00 pm.

When we are coming back, our bus tire got punctured but within half an hour we repaired it and reached at our institute at 10:00 pm.

With this our last day in working with community ended with the beauty of nature and lovable people of Chilika.

POST CONFERENCE ON WORKING WITH COMMUNITY

11.15 AM – The program started. The students took their places according to the groups.

11.30 AM – The dignitaries were welcomed by Rashmi Rekha Madam. Then she talked about the objectives and benefits of working with community. How the objectives of Working with community is achieved through out the 7 days program.



11.40 AM – The groups reflected upon their experience group wise from group A to group G about what they have experienced throughout the program. Shweta Jha anchored throughout the reflective session.

12.05 AM – Saraswati Madam shared her experience about the noble teaching profession. She discussed how a profession is able to create other professions. And for this social service A program like Working with Community is much needed.

- Then Abhra Madam shared her experience how she was nervous at first. She took this challenge as an opportunity and in a positive way with learning attitude to enjoy the full happenings of the program.
- Prof. B.N.Panda (Dean of Research) addressed all the students about the pre and post learning experience of Community work after hearing all the experiences from the students. He also told that understanding social and educational background and context of a community will ultimately help us to know ourselves, know the community and better serve the country.
- Prof. Sandhyarani Sahoo Madam (Dean of Instruction) explained how this working with community will help us to understand the problems and issues of the country and how it will reflect upon our character. She wished us all the best for our upcoming exams and asked us to implement all the experiences in the field.
- Lastly our Principal Sir Prof. P.C. Aggarwal congratulated us all on successfully completing all the activities in the Working with Community program by adjusting and adopting to all the difficulties faced during the program. He highlighted National Educational Policy which says to establish good rapport with the community to help the community to achieve their objectives which in the long run help you to become a global citizen.

12.30 AM – Sonam Barai gave the vote of thanks to one and all present there along with all the members for whom the program has been successful. Then Snacks were distributed among the students.



At last the whole B.Ed. batch took a group photograph with all the teachers and dignitaries present in the Post Conference.

Regional Institute of Education, Bhubaneswar



REPORT ON
WORKING WITH COMMUNITY
2021 – 2022

From 05th March 2022 to 11th March 2022

**VENUE: DASARATHI GOVERNMENT HIGH SCHOOL,
KALUPADAGHATA, CHILIKA, KHORDA**

GROUP - B



GROUP MEMBERS

ARTS

ROLL NUMBER	NAME OF THE STUDENT TEACHER
09	BHUMESHWAR RAJAK
10	BINODINI KAR
11	CHIRANJEET MAJI
12	DEEPA RANI
13	DIVYA RAO
14	DOYEL GHOSH
15	GIRIBALA DHAL

SCIENCE

ROLL NUMBER	NAME OF THE STUDENT TEACHER
08	AMLAN DAS
09	AMRITA KUMARI MISHRA
10	ANKITA SINGH
11	AYAN PRAMANIK
12	BARKHA NANDI
13	BISHNU BIBHAB DASH
14	CHANDRIMA MONDAL
15	CHINMAYA
16	DEBAJANI GOUDA

INTRODUCTION TO COMMUNITY WORK

Pre – Conference Programme cum Orientation Programme on 4th March 2022

A great journey started with vivacious orientation programme being graced by eminent dignitaries and attended by all the teachers of B.Ed 2nd year Students(2020-2022). At first, registration of the students happened between 9.30- 10 AM. Then the Inaugural Session began at 10.15 AM in the presence of Principal Prof. P.C. Agarwal, Dean of Instructions Prof. Sandhya Rani Sahoo, Dean of Research Prof. B.N. Panda, Head - Department of Education I.P. Gowramma, Coordinator Dr. Rashmi Rekha Sethy. The dignitaries explained the importance of community work in our life, they also explained why it has been included in B.Ed curriculum. The dignitaries also shared their vast experiences of Community work which they had conducted in the previous years.



Prof. B.N. Panda sir told about his experiences of the community work when he used to take students along with him to different clusters of Chilika. He also shared the difficulties students used to face during that time and how they adapted to such situations. Prof. Sandhya Rani Sahoo madam guided us regarding the indigenous practices of different places. She encouraged us to perform the Nukkad Natak at it is the best possible way to bring the social issues into the forefront so that we as a whole can impart. Principal sir mentioned the importance of the B.Ed. program by saying that teaching is a noble profession, teacher acts as a social reformer, change maker. The respect from students what

the teacher gets is always worth it for all the hardships that we do. In this community work program, it is important to understand the role of SMC(School Management Committee) in the school process. Knowing the background and local context of the child is important for the optimum growth and holistic development of the learner. Between 11 to 11:30 AM, Prof B.N. Panda, Prof S.P. Mishra and Dr. E. Gangmei explained about the objectives and importance of Working with Community Programme. Prof B.N. Panda sir told us to exhibit the inner self in-front of community so that the rapport could be built. Between 11.30- 1 PM various activities which are to be conducted in Community Programme are elaborated by Prof. I.P. Gowramma, Prof. L.D. Behera and Dr. Dhanya Krishnan. In general all the professors' main objective was to explain the importance of community work and they told that we all should actively participate in this work, so that we can learn something out of it. They also explained about the dos and don'ts of this programme. We were also explained that we should learn to adapt to this situations and we should take this as challenge. In the second half, general discussions took place in the group and we were given few hints regarding the Nukkad Natak by Dr. Upasana Ray. During this time many of us participated in demo NukkadNatak.

DAY 1- 5TH MARCH 2022

On the first day we began our journey towards Dasarathi block of Chilika. For our whole B.Ed group two buses were arranged by the institute. Science and Arts students were allotted separate buses accompanied by our teachers. During our journey we had our breakfast. In breakfast there was Frooti drink and cake. We all enjoyed this time during our journey as there was a very much excitement to go to a new place.



We reached Kalupudaghat of Dasarathi block around 2:00 pm, where we all were accommodated. After we reached there the preparation for lunch underwent by the cooks. Group wise it was assigned that every day one group would serve food to all and also assists the cooking staffs. So, in the first day Group A served the food and ensured that hygiene to be maintained and all would get the food.

Between 9.30 AM to 10.30 AM-We settled with the available accommodation and assembled so that we could interact with the CRCC (Cluster Resource Community Coordinator) and villages could be allotted to each group. We went to the allotted village that is Ushpadar so that we can build the rapport with the village people to conduct the further activities.

After coming back from the Village, we had lunch, took some rest and then we were assembled at the evening at 4 PM so that we can visit Aurobindo school.

4.30 PM- We visited the Shri Aurobindo Purnanga Sikhya Kendra. We all went in a queue to the school. There we witnessed the integral education in true sense. At first we were assigned a teacher who could explain all the functionalities of the school. Teacher interacted with us and showed us how they cultivate organic vegetables and flowers. There were different varieties of flowers which were maintained by the locals as well as the students. We gave our homage to Shri Aurobindo Samadhi which was so peaceful from inside and

gave a touchwood to all of us to commence the journey of Community work in the coming days. The students of the school were very actively involved in different activities like watering the plants, feeding the cows and many more. The most unique thing we noticed is whatever is grown in the campus is used up by the students for their growth and development. The whole campus around 15 acres was well used. Produced milk is also given to the students. The hostels are also well equipped with basic availabilities so that students can live and read properly. We participated in the meditation activity, been a part of evening assembly which was so soothing. We gave our homage to Shri ma also.

9.30 PM-After having our dinner, we gave our reflection at the end of the day. The first day reflection was all about the journey and the visit to the village and ashram in the evening and also the process of adapting which has just begun.

DAY 2- 6TH MARCH 2022

6:30 AM-Our day started with the advent of sunrise started with exercises to keep our health in fine tune. We all assembled at the nearby school ground where we were staying. The school was DasarathiSarkariUcha Vidyalaya. Our coordinator madam, Dr. Rashmi Rekha Sethy was the instructor of the physical activities. We first started with toe exerciseand went on till head exercise. Mam demonstrated the exercises and we then followed her. This was very refreshing and prepared us for the day. My group participated in this activity with full energy and enthusiasm. This was done till 7.30 am and then tea and biscuits were served to all by my group to our classmates.



8:00 AM –Next we all went for our next activity in community work “shram dan” where we all had to clean the school ground of Dasarathi Sarkari Ucha Vidyalaya. We as a whole group performed the activity with full energy went on with work to clean our school. We were given different tools which helped us in cleaning process. All my group members actively participated in this and cleaned the area allotted to us. This activity was very helpful to know that our duty is not just to keep our house or surroundings clean but to keep our society clean too. This work was done for 1 hour and then we all went to freshen up for the day and get ready for our next community work. Then we served breakfast to the whole groups and had our breakfast.



10:30 AM–Our Group was assigned Ushpadar village which was around 2 km away from where we were staying. We were fortunate enough to have a local teacher(Mr. Bula Sahu) with us who helped us conducting all the activities in the village. After we reached the village we divided our groups into different groups consisting of 3 people, with at least one oriya speaking people, so that we have no communication problem in dealing with the local people. After the report collection was done we all then assembled at a common place and discussed our survey data work. We all returned to our school by 1.30 pm. Then we served lunch to our whole group. It was all together a new experience for us to serve the food. Then we at last had our lunch.



5:00 PM- We all, again assembled in the school ground for the preparation of our nukkad natak as in pre-conference we were told to do nukkad natak on some recent social issues, so in our group we had a small discussion and we decided the topic for our nukkad natak will be based on child labour. Accordingly script was written and the group members were assigned the role that they had to play. All the group members started the preparation. Then by 7.00pm we returned to the dining area.

8:00 PM-Tea and biscuits were served by our group to all and to the guests and teachers. Then there was a program where a odia singer was invited who filled us with energy with few melodious songs. All the students enjoyed the program and all the tiredness of the day was forgotten for the day. Thenwe served dinner to all our friends and had our dinner by 9.00 pm.

9:30 PM-We all group members assembled for the preparation of group reflection and the day reflection report was sent to mam.

10:30 PM- All the group individually presented their day's reflection and we were given next day schedule.

DAY 3- 7TH MARCH 2022



The same schedule being followed, starting with Physical activity, Shrama Dana and then we went for the rally. Irrespective of the scorching heat of the sun, getting drained with no water after the rally we entered into the school. The new activity what we did was rally. Every group was in a queue one after the other. All groups were having their own slogans on different issues. We went around the village chanting our slogans. Our group was allotted the topic of “environment and girl child”. Our slogans were “Dharti maa ki yahihai pukar,harabhara ho ye sansaar” and other one was “betikoadhikardoh, bete jaise pyar doh”. It was a very nice experience doing something for the community. The response from the people was also very astonishing.

Then after rally we had our breakfast. After breakfast we left for a new village called Tarimi which was near about 4 kms away from where we stayed. After reaching there we again divide our whole group into small small groups with oriya speaking person in each group. Different groups went to different houses collected different types of reports. Some of us also had a detailed discussion with the villagers and there was a healthy discussion among them. Some of us also discussed about the problems they were facing in the villages.



After sometime we then assembled in a common place, discussed about our reports and left for our school around 1:00 pm. We reached school around 1:30 pm and had our lunch which was served by group C. After taking rest for a while, we practiced our nukkadnatak for 2 hrs in group. All the members of the group were really cooperating, hard working, creative and were trying their best to perform well. Then we had tea and biscuits around 7 pm. Then we had a rehearsal of our nukkadnatak in front of our coordinator mam. All the groups performed their part and we received feedbacks from teachers what we should improve on. After that we had our dinner around 10 pm. Then we all groups gave our reflections for the entire day.

DAY 4 - 8TH MARCH 2022

The morning started with exercise in the first sunshine. The enthusiasm can be seen among the teachers and students. Various workouts involving the psychomotor and cognitive amalgamation made us alert from inside. A clean environment sets the mood for the day. The voyage of cleanliness starts from own house. We cleaned the surroundings and made it free from plastic, weeds and thorny bushes. During cleaning we separated the

biodegradable and non biodegradable wastes. We built a mindset that clean environment inculcates a clean mind. Something unique which happened was few local people came and appreciated for the work we were doing. This gave us some extra motivation to do the work.



After the shram dan activity we went to tarimi village for the village and school survey. Irrespective of the tiring schedule we managed to interact with community around us in the most effective manner. Today also we surveyed few houses in tarimi village and accordingly collected few data from the houses. Today few of our group members invited them to their houses. This shows the love and affection a community has for us. The details we got about hygiene, Education, Population, Profession enthralled us with diversity that we can find even within a small village.

Then in the evening we went to jagannathpur village where groups A, C& F performed their nukkadnatak. All the groups performed their nukkadnatak beautifully. The natak was well appreciated by the locals.





After coming from jagannathpur we had evening snacks. Then after taking rest for a while, we came for our nukkad natak practice as we have to perform it on the next day. Then we had our dinner and gave our respective reflections for the entire day.

DAY 5 - 9TH MARCH 2022

Today also we went for morning exercises and the physical activities covers different body parts starting from eyes, hands, legs and even stretching. Meditation improves our concentration. Our coordinator mam guided us to do the meditation. Then we went for shram dan activities where we cleaned a specific area. Other groups were also working hard to clean the place.



After this activity we had breakfast and few members of our group went to Tarimi village and a few of them went to Dasarathi Sarkari Ucha Vidyalaya for completing two activities which was focus group discussion and classroom observation.



A school where the walls communicate with the quotes and messages that's what a classroom is. The moment a teacher and student differentiate between any random room and the classroom thereby the journey of teaching learning process begins in true sense. The classroom walls were with various quotes and information which were adding to the learners' knowledge. The teachers had a good rapport with the students; immaterial was the method or strategy at that point because their ultimate way of gaining knowledge is by the teacher only. The school was certainly lacking in resources, infrastructure and teachers but the teachers were trying to make it best for the learners. The activities we did were Classroom observation of Social Science, Focus Group Discussion and Survey of Secondary School. We found that the school is producing around 100 % result for class 10th in the last few academic sessions.



After completing the following activities, we all assembled during lunch and had short discussion on our reports and had our lunch. After taking rest for a while we went for

performing our nukkad natak to Panidwar village. We performed our nukkad which was based on child labour. The theme of child labour had to be put in front of the local natives of Panidwar in a form of entertainment so that they find the ease in accepting the change. The venture of Nukkad started with scripting, casting followed by brainstorming to put the message in the most acceptable form. The stage ignited the spark of performing arts in all of us. The natural sentiments were also included by each and every member. The hard work was appreciated by the people who made us realize our role to serve the community. The message was vibrant to create the change among them. In true meaning we realized that a teacher is an all-rounder.



In the evening the visit of the principal as the head of the family filled us with energy as when some own person comes and reviews things and compliments it, it really is a matter of touchwood.

A teacher can make the school a heavenly place for the students by little efforts. A small meeting happened in the evening but that was what made us feel that yes all that we did

worth it. There was a meeting in presence of Principal Sir, Dean of Research, Coordinator of B.A.B.Ed K. Ketki Sir, CRCC & HM Dasharathi Cluster, Cooperating teachers of different schools.

Our Coordinator Madam, Dr. Rashmi Rekha Sethy addressed the meeting. Reflection is given by two student teachers followed by the blessings of all the dignitaries present over the dice. All witnessed the NukkadNatak with Principal Sir of Group D based on Girls' Education. The day ended with the Reflection from various Groups which helped us to have the acceptance for any situation. Our coordinator Mam made us aware that this Community work has enabled us that we could be placed in any situation and we are now having that courage that we can face any situation.



DAY 6 - 10TH MARCH 2022

6:00 AM- On the 6th day also we woke up at around 6:00 am and went to school playground for morning exercise. We did different kinds of activities to keep ourselves fit. The morning sunlight encouraged us to do the exercise with more zeal.

The morning exercise ended with wonderful meditation session.

8:00 AM - As usual today also we went for shramdaan to a nearby area. We cleaned the specific area with the help of our group members. The tools provided to us helped us a lot in shram dan activities. The local people were staring at us and this gave us some extra motivation to work harder.



4:30PM -In the evening all the seven groups participated in different games. We all enjoyed this phase as every one of us enjoyed. All of them competed showing the sportsmanship spirit. There was volleyball match played between boys and girls. Badminton match was also played. Apart from this some local games were also played by both the boys and girls.

7:00 PM - We all had tea and biscuits in the evening and all the groups started giving their reflections for the day in the presence of Ramakant Mohalik sir and Rasmirekha mam. After the reflections we had our dinner for the one last time in Chilika.

DAY 7 - 11TH MARCH 2022

6:00 AM -This was the last day in Chilika. As usual the day started with the morning exercises under the guidance of our coordinator mam. Today also mam taught us few new exercises which were very beneficial for our health. Mam also showed different types of clapping which all of us enjoyed. Then there was laughing session which was again enjoyed by all of us.

7:00 AM - We had our tea and biscuits and then we went for Pravat pheri for one last time to Ushapada village. Today along with coordinator mam we had Ramakanta Mohalik sir with us. Presence of sir made us more motivated to put our slogans more loudly. All the

groups gave different slogans, which was duly observed by the local people. The placards on our hand depicted to different social issues which is present in society. After that we reached school and had our breakfast. Then we went for short trip to chilika lake along with our coordinator mam and other teachers. After reaching from chilika we had lunch. Today group G was serving us.



12:00 PM -Then we had our delicious lunch from Chilika for the last time. Then we packed our luggage and left for our college in Bhubaneswar. We had our lunch at 12:00 pm and we left the school at 2:00 pm with our bags.

Post – Conference Programme on 14th March 2022

The program for the post conference started around 11:15 am with all the dignitaries and all the B.Ed 2nd year students present in the new auditorium. At first our coordinator madam, rasmirekha madam addressed us about how successful our community work was in chilika. Then one by one all the groups from A to G put forward their reflections on their journey in community work. Later on saraswati mam and abhra mam shared their individual experiences on the community work, as this was for the first time they were deputed for some official work from the institute, they too shared how important was the community work for us as well as for them. Then all the dignitaries appreciated us for the commendable work we did during these seven days. Later on principal sir appreciated us for our hardwork we went for, sir also told that despite having different harsh situations, we

fought with this situations and came victorious. This was quite inspirational for us at the end. The program ended with vote of thanks from one of the student teacher.



GROUP - C

Day-1 5/3/22

The group visited to Matruvihar shiksha Kendra our first day of community work we have learned about the integral education it encourages conscious decision-making personal growth and self-discovery, discipline and respect for individual difference and culture.

the perfect environment has and we saved the importance of discipline the vegetation and plantation in the section Kendra promotes the importance of friendly environment the Kendra promotes the community harmony through various resources like kamdhenu kuteer.



Day:2

Date-6/3/22

Morning PET:

We performed Kona asana, breathing exercises and warm up exercises, meditation also.

Sharmdan:

We cleaned playground area of the school, and disposed the waste at allotted area and group photo with teachers were also taken.

Field Visit:

We visited Panchupatia village and survey was taken and we had a good interaction with villagers,

Evening time reflection of each group was given in front of whole class.

Reflection:

We learnt waking up early in the morning and meditating are very important for a person for better concentration. Bula sir guided us very well. we were able to know about village resources and people.



DAY-3

DATE: -7.3.22

Today our day started with rally we learnt teamwork, coordination. This rally really helps sending messages to decision makers and spread awareness to the public. We never thought that it will be that much effective but from the reaction of public it can be felt that they were really excited.

Then we visited school that is government primary school panchupatia. We interacted with students and teachers it was really a great experience to see the curiosity of small kids.

Though there is a lack of resources at the school but they managed very well by using alternative method for example despite of using aqua guard they used water filter they have also good sense of hygiene as well as discipline.

Today we have made duty for distribution of food. It was a new experience for us and it have enhanced our team spirit.

We learnt super tasking and working in a stressful environment with great team coordination and improve our service skill



DAY-4

Date:8/3/22 Report

Physical activity:

- Today our day started with morning PT in the guidance of teachers.
- Today PT class went better than other days as we were getting used to with this daily practice of exercises.

Shramdan:

- Today we performed Shramdan and we cleaned the outside area of the school today when we went to Panchupatia village and primary school we observed classes and survey was taken by all members.

Nukkar Natak:

At evening time, we performed Nukkar Natak, it went very well. We all were able to give message about Gender discrimination is wrong practice.



Reflection:

- When we were going to school we observed a small boy was carrying his own bag and his friends bag we learned from this incident caring and sharing is a very important part of our life we should help the needy people.
- Today in the afternoon we practiced a lot Nukkar Natak my team was tensed and felt under confident but practicing several times and addition of innovative ideas and constant support and contribution made at Nukkar natak successful.

Today we went to village at evening time we were very excited and little bit nervous at the same time but we were able to perform very well and from this experience me and my group members learned working together with unity and facing the problem working on weakness and constant practice makes a man perfect.

Day - 5 9/03/22

Report

Activity - 1 Physical activity

At 6.30 am yoga and PET class was held

As physical fitness is very important. We participated some of the exercises and meditation

Activity -2 Field visit

We visited at panchapatia we record the survey and observed the primary school. Activity -

3

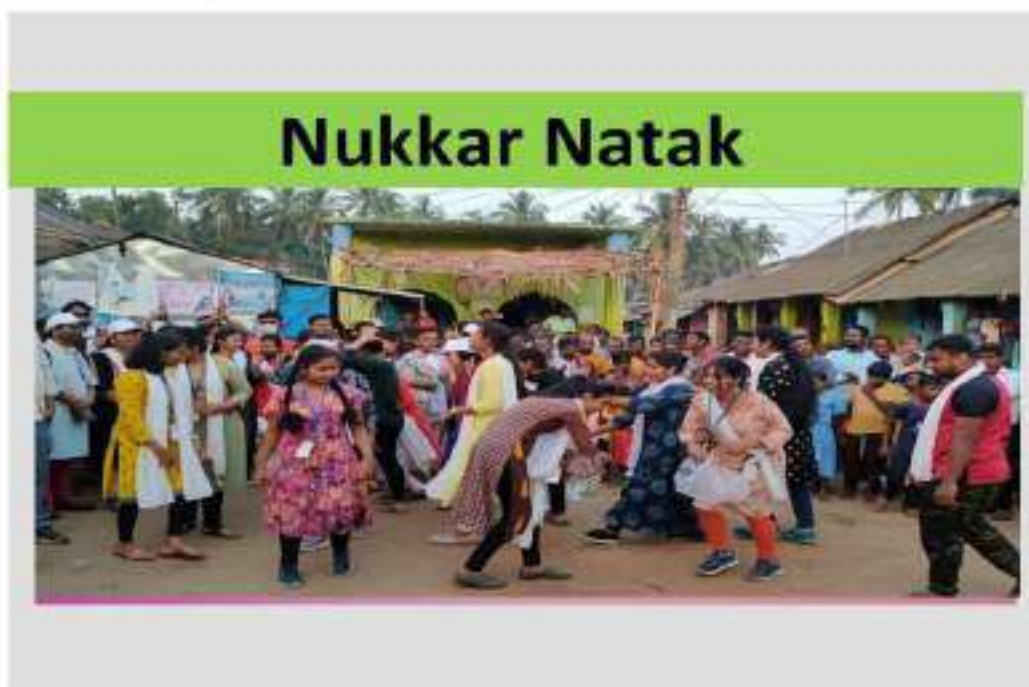
Today we went to paniduar and 4 group reformed their respective Nukkar natak. At evening time 7.45 pm principal sir Dr. Pc Agrawal sir &

Prof. BN panda sir Dean of research visited the campus.

And guided us and motivated us to do this Community work with full effort.

Reflection

- From morning PET, we learnt to follow a schedule and give time to physical fitness and honesty.
- From field visit we learnt from village people that one should have simple living and higher thinking. other group who were going to perform Nukkar Natak where very tensed so we supported them and motivated to perform in the best way & nukkar natak was very nice, very strong message about gender equality, early child marriage was given to society. People responded very well after watching the Nukkar Natak.



DAY-6

Date-10.3.22

Physical activity:

- Today our day started with morning PT in the guidance of teachers.
- Today PT class went better than other days as we were getting used to with this daily practice of exercises.

Shramdan:

- Today we performed Shramdan and we cleaned the outside area of the school .

FIELD VISIT-

Today was our last day visit to village. We went to a different village named Matiapada. We can compare the two villages and their peoples. We went to the school with Avra maam, interacted with students and collected required data. over ally our experience with this village went well. The day ended with group reflection of students.





Report on Working with Community 2021-2022



GROUP- D



एन सी ई आर टी
NCERT

Regional Institute of Education, Bhubaneswar
Odisha-751022

Group Members

Roll Number	Names (Arts)	Roll Number	Names (Science)
24	Manasi Roy	24	Lisha Pandey
25	ManguluGauda	25	MadhuMahto
26	Manish kr Yadav	26	MadhuRajak
27	MausamKumari	27	Madhusmita Nayak
28	Md Asif	28	Mamta Das
29	Nirmal Kr Nayak	29	Md Ekramul
30	Pankaj Kumar	30	Mohan Mallick
		31	Mukteshwarwakada

Introduction



Community work is an integral part of B.Ed curriculum. The college collaborates with different organizations and places students in varied environments like working with the underprivileged sections of the society, mentally challenged children, environment centers for tree plantation, old age homes etc. Street plays on themes to educate the community like gender issues, cleanliness and sanitation are encouraged. The whole experience is designed to sensitize student teachers to the needs of society and their role as a teacher.

The aim of this Work is to develop special skills in our future teachers to interact with different community and to spread awareness in the people. Working with Community helps the student to develop the power of imagination and reasoning to establish the cause, effect, relationship and think logically.

Pre – Conference Programme cum Orientation Programme on 4th March 2022

The registration of the students happened between 9.30- 10 AM. The inaugural session began at 10.15 AM in presence of Principal Prof. P.C. Agarwal, Dean of Instructions Prof. Sandhya Rani Sahoo, Dean of Research Prof. B.N. Panda, Head- Department of Education I P Gowramma, Coordinator Dr.Rashmi Rekha Sethy and all the students of B.Ed 2nd Year. The dignitaries shared their vast experience of Community work which they had conducted in the previous years. Prof. Sandhya Rani Sahoo ma'am guided us regarding the indigenous practices of different places. She encouraged us to perform the NukkadNatak as

it's the best possible way to bring the social issues into consideration. Principal sir mentioned the importance of the B.Ed. program by saying that teaching is a noble profession, teacher act as social reformer, change maker. The respect from students what the teacher gets is always worth it for all the hardships that we do. In this community work program, it is important to understand that role of SMC (School Management Committee) in school process. Knowing the background and local context of the child is important for the optimum growth and holistic development of the learner. Between 11 to 11:30 Prof B.N. Panda, Prof S.P. Mishra and Dr. E. Gangmei explained about the objectives and importance of working with community Programme. Prof B.N. Panda sir told us to exhibit the inner self in-front of community so that the rapport could be build up. Between 11.30- 1 PM various activities which are to be conducted in Community Programme are elaborated by Prof.Gowramma I.P., Prof. L.D. Behera and Dr. Dhanya Krishnan. In the second half General Discussions took place in the group and we were given various cues regarding the Nukkad Natak by Dr. Upasana Ray.

5th March 2022

We started our journey.....



At 12.30 pm we reached at the Dasarathi school. After reaching the school all of us were allotted respective hostels. Since it was the first day there was bit delay in taking lunch, we took lunch at 3.00pm.

After the lunch we took rest for few hours. At 4.00pm we all assembled at dining and planned for further activities with the guidance of Sir and Mam
VISIT TO AROBINDO SCHOOL:

At 5.00pm. We all the visited to Aurobindo school, there we observed the beauty of the campus, the school mainly focuses on the Naturalism in education. All the necessary vegetables were cultivated inside the campus. The students were very much disciplined and all the staffs were very much cooperative .

At 8.00pm Again We assembled at 8.00pm. Coordinator mam C.R.C.S and other Sir and Mams briefed about tomorrows program . After taking the dinner we all assembled and attendance was taken .After this we discussed and practiced “ Nukaad natak “ with our group members.

REFLECTION

- 1) Learnt how to accommodate in a diverse situation and still maintain positivity within us.
- 2) faced some difficulties related to electricity & toilet management but resolved the Problem with the help of our cooperating teachers.
- 3) Got exposure to Aurobindo’s school where learning by doing and learning with nature was directly experienced by us .
- 4) Got an idea how to integrate teaching learning with nature in a natural setup.

6th March 2022

The day started with morning exercise which was scheduled at 6:30 And. All the members of group D reported on time.

The next activity was “shramdan”, which was scheduled at 8:00 AM In this activity, we contributed towards the cleanliness of the surrounding and learned how to cooperate with each other.



After having lunch, we the members of group D again met in evening for the cultural program . In this program , few guest members prepared cultural activities ,such as singing and dancing .our group members also practiced the “nuked natak “ program with our group members.

REFLECTION

Though we faced lot of problems, such as lack of water for drinking, and also electricity problem, but we managed situation according to our need and so, we learn how to tackle any kind of situation properly.

We also faced problems while rehearsing “ nuked natak “such as coordination problem, miss communication among the members and lack of energy. Teacher suggested us to modify some of the things related to “ nukkadnatak” and finally we prepare the “nuked natak ” for the final performance.

Dated: 7th March 2022

Our day started with chaos , hustle and to much of Complains regarding time management. Then our complains got to the level of zero when we started our rally on the topic wastage of food cleanliness reciting the slogan” Nara Huantu ba nari swachhata sabhinka zimmedaari “ And “Mera goan saaf ho isme sabka sath ho” . As this experience was the first time and we all group members loved and enjoyed it. Even the scorching heat doesn` t affected our rally we all were enjoying by doing the rally. We all loved the way the villagers people were looking at us, they all cooperated so well .



After rally, we had best chawmin as our breakfast. It was really very tasty. Then, we went for our activities

Activity 1-working with community



Activity 2-classroom observation

Activity 3-primary school observation

We distributed ourselves into small groups to complete our assigned duties. We loved doing that.

After coming from completing activities we had our lunch.

After taking some rest, we practiced our nukkadnatak

Today we learned, so many things

1. cooperation with group members
2. How we can prepare the things quickly
3. Management of time, work distribution.

4. Patience to do the things properly .
5. Although children are interested in basic education but they haven't much amount of money to send them to school.
6. how to interact with children's and community people with love.
7. They are showing the love & affection to the new people after knowing that we have come for educational purposes & also gave the chocolate.

This ethical & social values we can learn from them and will try to inculcate in academic environment .

And at end we performed NukkadNatak and everyone appreciated us, and after getting feedback from teacher we had our dinner and reflection session.

8th March 2022

Our day started with morning P.T of about 45 minutes. After that our group has gone for group on duty. Management with combined effort of our members.

Activity 1: Served tea to all the teachers and batchmates.

Activity 2: Working in community-cleanliness (Sharm Dan)

Activity 3: Community observation – During the community observation. We have distributed the work into small group & was supervised by Chandan Sir.

Activity 4:our group served the lunch at 1:30pm.

Activity 4: Demonstration of NukkadNatak : After the lunch we went for Mukkad-Natak demonstration which was demonstrated by our co-group, A, & F with the theme child marriage, plastic prohibition and 11 gender equality respectively. And we have returned from there at 5:30pm.

Activity 6: After returning from community demonstration our group served the tea & biscuit to each individuals.

Activity 7 : Nuked. Natak Practice & Dinner Services.

After the evening tea, our group practiced the nurkad for tomorrow's demonstration. After this we served the dinner to all .



REFLECTION

- Morning exercises provided us the enthusiasm to perform all the activities fa energetically.
- In community work-sharam Dan we have learned to work in group and also felt that it gives immense pleasure and relief to us.
- The Nukkad presented in the village Jaganathpura was very effective and it is providing the real connectivity with issues
- The interactions that of us with community was so effective of the lady from the village has visited to our hostel to meet our -group. It gave an essence of real reward.

9th March 2022

As physical Activity is very important for our well being our day started with morning PT of approx. for 45 minute to 1 hrs. it gives us boost to be active through out the day .our all members participated and enjoyed the morning exercise.

Activity -1:- our group went for community observation for the better management and less workload we divided our group into a small group of 3 members each group has one

Odia member, so that group can interact with community members effectively .After completing the community observation, we spent some time in practicing nukkadnatak,

Activity-2- Demonstration of NukkadNatak :-

After the lunch we went for NukkadNatak demonstration at Panidwar village. NukkadNatak was demonstrated by Co-group B.D.E. or theme of the NukkadNatek of group B was child labor, E performed on women empowerment group of performed on the theme of Early child marriage, Theme of our group was child marriage,



We came back from the village at 6.00 pm and had our tea and biscuits .Today all of were very much fortunate enough to find Principal Sir and BN. Panda Sir among us. Since our group had performed the natak very well we again got chance to perform in front of principal Sir, In this inspiring program our group got chance to welcome them. After the program we had the dinner followed by the group reflections .

REFLECTION

While visiting the community we found the traditional and coast-effective methods of catching fish, those techniques involved the ecofriendly materials for catching fish. By seeing the NUKAD NATAK one person came to us and shared his experience on creating awareness program also he suggested to include some of other local issues. Through a great cooperation of our team members we could perform the NUAKAD at our best level, this gave us an opportunity to perform in front of our principal sir :

10th March 2022

As usually today's program started with the morning PT. In today's PT session we underwent both physical and mental activities. After this we took tea and biscuits.



SHRAM DAN : soon after the breakfast we set out for cleanliness program. With an excellent team and team work we cleaned the road side area properly. After this we took our break fast.



VISITING TO COMMUNITY:

After the break fast we got ready to visit the community. Today we were given another village (UANS PADAR) for the community survey. We all the team member visited the village and experienced the survey through the interaction with the community.

After this we had our lunch at 2.30 pm . Todays lunch was very special with the prawn curry.

After lunch we took rest . At 5.00 pm sports activities were held ,Most of us participated in the sports activities . At 6 .30 pm we had our tea and biscuit.

Today group reflection was held earlier followed by the lunch.

REFLECTION

- While visiting the village we found that a girl was riding the bike and was carrying paddy on it. This shows the gender equality In that village.
- As compared to the other villages this villages was pretty clean.
- Most of the villagers were well educated.

11th March 2022 Last Day

Today there was no PT session. After taking the breakfast all the group members got ready for organising and participating in the rally. We started the rally at 8:30 a.m. the rally was guided by Dr RashmiRekha mam and professor Mohalik sir. The rally was very much interesting we moved across few villages by giving different type of awareness slogans. The rally ended between 9:30 a.m. to 10:30 a.m. As today was our last day after this no program was held so coming from the rally we all went to our respective hostels and started packing our luggages. We had our lunch at 1.00 p.m.. after the lunch all got ready to come towards our college(R I E Bhubaneswar).

REGIONAL INSTITUTE OF EDUCATION

NCERT

BHUBANESWAR

WORKING WITH COMMUNITY

GROUP-E



DAY-1

Reported at :- 12:30 PM

- Visit to Sri Aurobindo Integral Education School. "Just live exposure, theoretical to practicality on Aurobindo Philosophy where observed real holistic development. →Mental, physical, spiritualmoral.
- All the indigenous practises, which we have observed can be applied to get the best version of our life

(i) The most amazing thing noted was Learning with nature. According to NCF-2005 Peace education should be there in the school curriculum, that was Successfully implemented here.

The school had the strength 800, supports co-education system including residential cum day scholar. Development of value system is taken care through meditation, discipline on self-help and Aurobindo Philosophy from the beginning till date is practised, which is Old is Gold?

DAY-2

Date :- 6th March, 2022

- The day started with morning PT at 6:30 A.M, which imparted immersed of energy within us. Followed by Shramdan where we sended our service through cleaning the school playground .



"स्वच्छभारत, स्वस्थभारत"

- It was an amazing experience specially for the upliftment of teaching experience profession that is how to take responsibility of multiple things.
- Formation of rapport between villagers and us. Then we moved for taking information of Panidwar the survey where we build and collected the information . The selfless service of the villagers was point of attraction.

- overall we learned that these people need to be aware by the rights being provided by the government for their living, for the upliftment of society. And from our side we have tried our best to tell them about their rights.

DAY-3

First of All We want to highlight here is that the motive behind this programme. It is about being the people. The Right, and what is Drugs, addiction for them. The awareness people already know , but What is We have to just make them aware.

This was not a short term process, It was along term process, What we can do Now is that, the expression of the people. The only -thing One observed I noticed was, that the people were aware about the odia slogan but they did Not understand about the slogan in Hindi i.e, Hindu, Muslim, Sikh, Isai Choteparibar me Sabki bhalai -They was confused what we were saying. This show that they were also excited / eager to know about what was there in the slogan. The people understood clearly And at instant they said yes it is correct. This statement conclude that the people also thinking the Same, what we are saying.

When we start our survey, we went to a family. They treated us with love and affection. The best thing We Love their that after surveying them for half an hour, they behave us as family member. They offer food to us.

About Community work→

We have got some experience. We can say that we were joyful at the same time sad too. I came into contact withan woman, who did not join the police at 23 by provoking of her family. She Always regret her life.

After marriage also, her husband didn't allow her for job but after so much of hard work and fight , she got teaching .Self Satisfaction is important. In Rally, we aware the village people for drug addiction, road safety, tree plantation and many more. And we are proud for this work we have done.



DAY-4

Date:- 08th March, 2022

Quality of the morning starts with an energetic exercise. We did exercise of full body by observing the sun. We meditate to keep our brain cool & calm. Everyday we must respect women but today is the day to celebrate Women's Day. Today after morning PT, every one wishes women's day.

Then we went for shramdan, there local people were telling their children to learn from society clean. Some locals were well were cleaning donot clean. We the place, in said this is our mother earth, she is goddess and this environment is a temple, whether we keep our temple dirty. They said "No". Then we said, to think environment as temple & to give Love and affection. After that ,they appreciate us and said, you all are younger than us by age but nature by brain.

In evening, we went for Nukkad Natak groups for the celebration of women's day aware them for child marriage and of two & to empowerment. There a group performed a scene of women harassment. Some people standing there, were telling, what is happening good, why women should be independent. She should be devoted for household work only. Then some 80. our batch mate said them, why they said They from to it is think years , happening so why should women then we have to go outside. explain, to manage a home, a man & a woman is equally responsible. So, each other must help each other. And we can

see these days that women are performing many hard to hard work and they independent are country now. Many women in our is making us proud for their work, so why not us. After that, they said we will try to change our thinking and will share this to the localities. Today, we were feeling happy that, we could change a person's thinking We know we cannot change the thinking of whole area. But we were feeling proud that we tried to share the awareness, among people.



DAY-5

Date 9.08- 22

Teacher is a multitasking. Teacher is the main element of the society who can play an important role for the change of the locality. Here, in this community work, we are doing survey every day according, the teals developed by our institution, when we were doing survey on the rural primary school there was a paint on the Shifting of the students from govt. school to privateschool. On that day we collected the opinion of the teacher & our todays Survey was based on the opinion of today's the parents in relation to shifting of students from government to private school. There was conferred different issues, some parents saying were that private school providing scope to Students when often is parents were reacting their issues like Government School is sacking in quality education.

So, according to the issues our that the teachers discussed open .The Solution that if the teachers of government School can build Practical relationship with the community membercame to controlled entertainment programme, where they can give assurance to the parents that they can get quality education in the government school. Thereafter are reflection is going forward with the gender equality Survey, where we found really day by day people. changing their mentality towards the discrimination and talking step towards making of female member independent. Here we also notified the dignity of labour which we can implement in our life this is all the works are equal. Now a day young stars are Showing lack of interest in doing physical labour where This can be best given example which inspire them.

DAY-6

Pate-10-03.02

With a blissfulsunrise , we went to shramdan at 7:30 AM the word denotes " shram ", through this the learn how to clean our environment without any Self meaning. When we did our first shramdan , he were so much wined by cleaning but today we can see so much of change in us that we clean a large area but now we are tired so much instead we were happy that we are cleaning our mother earth.

At 11:00 am, we went for community survey, there we went to a house where a single old woman was living. We asked her why she is living alone.. The said, she is a widow and her boy work outside, Odisha, and her daughter is married to an Army Personnel. Her daughter and son never come to her to meet.



After so much of use to down, she did community service & become ward member of their block. Now she is happy to be independent but she was also not happy as their child don't come + meet her. She also invited us for lunch and saying you all are like my child that brings tears in our eyes.

Today we experience that one person from the village came to us and interacted with one of our group member. Suddenly he showed in a battle of palsy. And told us that they are fully dependent on Alcohol as they work more than their body support. Ascending to them, Alcohol helps them to remove their body pain.

After the survey, we are resting at a place, there a person came & asking us "Who are we" "from where we came, then we told that, we are students from an educational institution in Bhubaneswar doing B.Ed. Then he said "You All are who were doing Rally that day, we



said you. Then he said, you all are doing a good jobs and then he bring fruity for us and said you all are deserved for this small gift.

DAY -7

11.03.2022

Always the beginning is difficult and the end is smooth, From the day I thinking that... how difficult it is to adjust here. Somany challenge's, handwork, busy Schedule, when will the last day come? and finally the last day we were feeling as settled. There will be no problem it our time will be expanded After completion. of morning exercise with meditation, we were ready for spreading the community 'group-E' members awareness again by rally' was with the slogan. within group of road safety and population Control but in between the

rally, was we observed another important issue that water wastage. So immediately we added another slogan "pani banchao , Jiban banchao which was really effective. People who were storing the water carelessly started feeling awkward. The rally from the beginning till the end was full of energy and useful. When we came back to the school to arrange another opportunity came back to our lunch, it was again to work with our own Community i.e. the student of both Arts and science. The hilarious moment is even captured in our memory.

Another attraction of this day our exposure to Chilika. With excitement we being ready on the way. 40 enjoy we had the beauty of live water Chilika. "a discussion on the poetry written by Radhanath Ray kabya "Chilika". The beauty of Chilika was really excellent. As a feature teacher, we have to know everything deeply of which can help us to really outside with the textbook content and this was study four to Chilika where we realized that nature is the real beauty. Last but not the least, this was worthy day.



Group F

Reflection

DAY 1 05/03/2022

Journey began from RIE at 9:30 AM. Two buses were allotted for students. During our journey, we were provided with snacks.

We saw beautiful mountain ranges field with greenery. This provided us with a wholesome view of mother nature, and we realised the importance of planting more trees for cleaner and better environment.

We reached Dashrathi Cluster of Chilika Block at 12.15 PM. After a brief interval of settling down, we had our lunch.

The school coordinator and CRCC BanshidharBehera Sir helped us to arrange everything at KalupadaGhatBalikaUchhaVidyalaya.

At 5 PM, we began our first school visit SAIEC, Sri Aurobindo Integral Education Centre, is the live example of the theoretical knowledge that we got from our Bed first year curriculum of Basics in Education paper.

This school houses over 200 students and overall has a strength of 1000 pupils in co-educational setting. They had a vibrant atmosphere in the school campus.

The theoretical knowledge that we get from BIE paper converted into experiential learning as we took part in 30 mins meditation session at the school. The school follows the experiential learning laid down by NEP 2020.

In the evening, local Police Officer visited our school to ensure our safety and security.

Respected Rashmi Ma'am, Hari Chandan Sir, Abhra Ma'am and Saraswati Ma'am gave their valuable feedback regarding the day's work and also briefed us about the next day adventure.



DAY 2 06/03/2022

Our day began with a warming up session of Physical activity, under the guidance of RS Ma'am. After a short tea break, we began Shramdan where we gave our service through cleaning the school playground. We gave our little contribution in Swachh Bharat Abhiyan.

After our breakfast we began our survey work at Jagganath village. Formation of rapport between villagers and us.

We collected information regarding several topics. Our mentor Jitendra Man Singh Sir guided us.

Then we had our cultural program in the evening. We were blessed with the presence of two esteemed resource persons Dr. Bijaya Nishank and singer cum music director Arya Sai Prasad.

We kept theme of our Nukkad Natak related with the problem of littering around the area. And medium of our Nukkad Natak is Odia for ease of understanding.





DAY 3 07/03/2022

Our day began with the rally or PrabhatFeri. The slogan chosen by our group for the same was “ PlasticMuktaParibesa, SwachHoba Bharat Desa”. Under the guidance of our teachers rally conducted smoothly.

We again visited the Village Jagganathpur for survey. We interacted with the villagers and got to know about their culture and tradition. We surveyed in the different portion of the village and we get to know the differences among different areas of same village in different aspects.

This show that we need very focused approach for every village in every field for their development and betterment.



DAY 4 08/03/2022

Today is World's Women Day.

After our morning physical activity session we went for Shramdaan in village market. Here we also accompanied by some villagers. This motivated us to work with more efforts and also it showed that our work has some positive impact on local people. During our Shramdaan our teachers were with us to guide us and motivate us.

Our group divided into two groups, one group went to school and other went for survey in Panidwar village.

In school we had our focus group discussion and classroom observation. This enabled us to get a holistic view of working environment of local government school, and the amenities provided to the students.

In the evening, We and two other groups performed our NukkadNatak. Our topic for Nukkad was Plastic free environment. The theme and narrative of our nukkad and other nukkads put quite good impression on the villagers.

In the evening we had our cultural program.





DAY 5 09/03/2022

Our day began with the warming session of physical activity under the guidance of Rashmi Ma'am and Abhra Ma'am.

Again we went for Survey in the village Jagganathpur. While covering different area of village we get to know about the others communities living in the village and their cultures and values. Also get some information about the problems of migration and its effects. Today, remaining four groups performed NukkadNatak in Panidwar village. Villagers enjoyed the Natak and also relate the topics/themes of Nukkad with their life.

In the evening, our Principal Sir Prof. PC Agarwal and Dean of Research BN Panda Sir had visited us and inspected and enlightened us with their valuable words and presence.



DAY 6 10/03/2022

Today we all were very excited as it was our day to help Mess staffs whole day. Involving in such an activity is essential for building better relations among us and help us to understand the importance of small works included in these activity.

Our day began with morning exercise and after that we went for Shramdaan in village. We went to different area for the same purpose. Here we not only cleaned the surrounding but also try to motivate others by our works and efforts and even our teachers accompanied us. Overall it was an amazing experience due to the response we get from the people and even they cooperated.

After Shramdan we helped mess workers in cleaning of Prawns. Though it was very challenging task but under the guidance of Rashmi Ma'am who sat with us and taught us the techniques of cleaning it. We learnt from this that a good leader always leads from the forefront no matter what the situation is.

So Today's lunch was quite special for us.

In Afternoon we were blessed with the presence of Prof.RamakantMohalik Sir.

Then in evening we had our sports activity. After dinner Ramakant Sir guided us regarding the importance and effectiveness of Community Work.





DAY 7 11/03/2022

It was our last day in Chilika.

After morning activity we had rally/ PrabhatFeri in the other side of the village under the guidance of Prof.RamakantMohalik Sir, Rashmi Ma'am, Saraswati Ma'am and Abhra Ma'am.

After the lunch we were ready to depart from here.

There was a surprise planned by our teachers. On the way to college, we went to witness the over whelming beauty of Chilika Lake.

And around 10 PM we reached our destination, our home, our college.



REPORT ON WORKING WITH COMMUNITY

GROUP : G



ROLL NO :

- 48 - S - SONI KUMARI RAY
- 49 - S - SUBHASHMITA NAYAK
- 50 - S - SUJATA MEHER
- 51 - S - SULOCHANA GHOSH
- 53 - S - TAPASWANI SIAL
- 54 - S - TINKAL KUMARI
- 55 - S - TITLI SUPAKAR
- 48 - A - SUPRIYA HANSDA
- 49 - A - SUSMITA BEHRA
- 50 - A - SUVALAXMI DALAI
- 51 - A - SWARNAPRABHA
- 52 - A - UPALI MANDI
- 53 - A - UPASNA CHOUDHARY
- 54 - A - UPASANA TRIPATHY
- 55 - A - URMILA KAMILA

VILLAGE ASSIGNED
MATIAPADA & PANCHUPATIA

CONTENT :

1. **Physical Education**
2. **Shram Dana**
3. **Field Visit**
4. **Preparation for Nukkad Natak**
5. **Rally**
6. **Cultural programme**
7. **Games and sports**

DAY : 01

DATE : 05/03/2022

VILLAGE : MATIAPADA

Reached at 12.30pm Rooms are given (choose bed and stay there) Lunch at 3.30pm .At 5.00pm we went to Aurobindo integral education with our mentor teachers. This school was really a temple of peace.This is a private institutions. More than 300 students are staying there. The staffs of that school cultivate crops, vegetables, flowers according to the seasons. They also keep cows and provide pure milk to each and every student and also provide veg food to all student. Students are very much disciplined and perform there work according to there time table. They do meditation I Evening for 15 mins and then ready for prayer ... we also pray with them and visit different places there. And visit different places there. There is a well decorated place which is decorated with different Patel's of flower and also form a big flower ... if we break it from its middle it looks symmetry.

This school is based on learning on doing and learning by nature and learning by experience. This flower based on a theme that is different types of students can get together to form a whole. Then after that we came back to Our school and engage in evening Cultural program. Our teacher told many things about its purpose, aim and also about that Aurobindo school and its system. Then do song competition. Rashmima'am advise us about the purpose of tomorrow. Crcc present their view about this community and what to do for the next.

DAY- 02**DATE : 06/03/2022****VILLAGE : MATIA PADA**

The day is started with some physical activity which includes some basic exercises like etc. which really calm and concentrated. Surya namaskar stretching made mind and body relax. Our Shramdana is one of the important work of community work. We had done this work by cleaning the school. Cleaning instruments we were field. First we got some like sickle, axe, broom, etc. cooperatively done this enthusiasm and dedication. Work with lots of communication with the society is the most important (phase of "Community Work to Matiapada village on We were 06th March 2022 sent We interacted with different families of that and collected village data. It was a to our format provided. Completely different experience to know about the their lifestyle and their thought (process. Some people felt hesitated even to interact but the small children were very active and happy.

After field visit we started Nukkad Natak preparation we did the script and remembered our dialogues. And the programme was very enjoyable as it renowned ringer. Was joined by one the day ended with lots of experiences memories.

DAY : 03**DATE : 07/03/2022****VILLAGE : MATIAPADA**

The day started with rally to aware the community member of the village on various topics like drug abuse, Save girl child, child marriage, water conservation, sanitation etc. Each group was very enthusiastic, energetic & participatory. Today we learnt about that how to express our thoughts and views collaboratively. After that our group were enroute to participate in village survey. Four of our members went to primary school (Sarkaari Prathmik Vidyalaya, Matiapada) for collecting the information about the school to fill our format which is provided by organization committee. Rest of the member went to same village for the collecting various information (i.e. survey) as in group of three members. At the evening as usual we went for our Nukkad Natak practice. After that we performed our Nukkad Natak in front our respective members. The best part of this activities is we shared our views and opinions in front of our members and we learnt that how to express those

views within ourselves. Not only we express those views in ourselves we were enjoyed & liked that moment.

Day : 04

DATE : 08/03/2022

VILLAGE : MATIAPADA

The day started with some physical exercise and it gave so much of warmth and freshness to the body as well as mind. Then we headed for our field work, some of our members collected garbage's and differentiated into plastic garbage's and decomposable. We did the work with full of energy & interest. Madam also gave us more energy to do it better.

Then our group divided into two parts, one group went for community work i.e. to the village Matiapada and other one went for Secondary school visit. First group Completed the survey part on interacting with the village people & their responses motivated a lot.

Next the school visit part was very unique and different. Class observation schedule went well. The main learning point was the focus group discussion. We didn't expected that we will get that type of answers from the pupils. They elaborated about Indian culture, tradition which made the class more interesting. We discussed some question and students engaged in the process with curiosity.

After returning from the survey at afternoon we went to see the Nukkad Natak of the three groups i.e. of group A,C and F. Village people were gather to see the Nukkad Natak. The best thing was that the women from the family were going on terrace to see the Nukkad Natak.

At evening we practice our Nukkad Natak for performing on the next day in front of the villagers.

DAY : 05

DATE : 09/03/2022

VILLAGE : MATIAPADA

We started our day with physical exercises like yoga, stretching etc. No doubt it is the best way to begin a day. We then headed for our survey work and this was the same village that we had been surveying from the last four days. The villagers of Matiapada started recognizing us and this identity gave us much pleasure to interact with them. They even requested us to visit their village tomorrow also.

The main part of this day was the Nukkad Natak which held in the evening. Four group have performed their Nukkad Natak. Our group was also one of them. Child marriage was the theme of our Nukkad Natak. One of the family from that village even arranged the props required during the Natak.

Villagers were very happy with our performance and the best part was that the villagers were relating their ongoing situation from that Natak. We got to know about it when the women came to us to put their problems before us. Not only from the villagers of the village at which we performed Nukkad was present but also people from nearby villages visited to watch our Natak. Our group consists of both odia and non-odia members but still the skit was conducted so smoothly as each and every member were cooperative.

At the evening we had meeting which was attended by our honorable Principal Prof. P C Aggarwal and Dean of research prof. B N Panda. They gave us motivation and blessings for the rest of the community work and life. At last students from their respective groups have given their reflection and that way the day passed well.

DAY : 06

DATE : 10/03/2022

VILLAGE : PANCHUPATIA

This day we got another village named Panchupatia we went to the village and divided our self and done our Survey, activities we were given. The villagers were very cooperative and we interacted with them about their way of Living . They took us as the guest which gave a us A complete family feeling . The village we were assigned before i.e. MATIAPADA where Women's are not that much Interactive and Cooperative we our self went to them they felt hesitation while interacting talk and share their experience but this time the Scenario is different here the Women's Inviting us to their homes and treated us

with much of familiarity. The one thing that attracted us that they are talking to us without any hesitation. This village was quite developed the Women's are self independent and working for themselves as well as for their families.

At evening Dr. Ramakant mohalik one of our faculty member had visited to encourage us and we have our reflection of that day.

DAY : 07

DATE : 11/03/2022

It was a complete nostalgic feeling as it was our last day and little bit hectic for us cause we have been assigned serving duty of that day. we went for the rally in the morning and with much of enthusiasm and energy we spread awareness to the other village. We have been divider our serving duty with morning tea breakfast and lunch . As a group we all have done our respective duties very nicely . Then we went back to our college.





FORMATS OF DIFFERENT ACTIVITIES

Appendix-A

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR – 751022
Field Work with Community Programme of Two Year B.Ed. IV Semester
Field Work with Community Programme of 2 Year B.Ed. Semester –IV
From 5th to 11th March 2022, Dasarathi Govt. High School, Kalupadaghata, Chilika, Khorda

Activity - I: 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.

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? (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.

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 : _____
 - 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)	Total
Month →	
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 2 Year B.Ed. Semester –IV
From 5th to 11th March 2022, Dasarathi Govt. High School, Kalupadaghata, Chilika, Khorda

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.

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, reason	Find
--------	------	-----	-----	-------	----------------	---------------------	------

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.

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?

8. Whether your child has ever reported of discriminatory practice in the schools? Yes/No
If yes, give details of the practice.

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?

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.

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

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.

15. What are your expectations from the school?

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

Date:
Signature of the Institute Supervisor

Name & Signature of the Trainee
Roll No:

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)

DETAILS OF GROUPS WITH GROUP LEADERS

GROUP – A

ARTS		SCIENCE	
Roll No.	Name	Roll No.	Name
1	Adarsh Kumar	1	Aditit Dhali
2	Ali Aktar Hossian	2	Ajay Hembram
3	Anamika Saha	3	Akash Thakur
4	Anitiya Prakash Behera	4	Alibharani Sahu
5	Anupriya	5	Amarjeet Mishra
6	Archita Bhuyan	6	Amisha Prasad
7	Astha Jaideep	7	Amit Kumar Jena (Leader)
8	Aujalya Pradhan	1	Aditit Dhali

GROUP – B

ARTS		SCIENCE	
Roll No.	Name	Roll No.	Name
09	BHUMESHWAR RAJAK	08	AMLAN DAS
10	BINODINI KAR	09	AMRITA KUMARI MISHRA
11	CHIRANJEET MAJI	10	ANKITA SINGH
12	DEEPA RANI	11	AYAN PRAMANIK
13	DIVYA RAO	12	BARKHA NANDI
14	DOYEL GHOSH	13	BISHNU BIBHAB DASH
15	GIRIBALA DHAL	14	CHANDRIMA MONDAL
		15	CHINMAYA
		16	DEBAJANI GOUDA

GROUP - C

ARTS		SCIENCE	
Roll No.	Name	Roll No.	Name

GROUP - D

ARTS		SCIENCE	
Roll No.	Name	Roll No.	Name
24	Manasi Roy	24	Lisha Pandey
25	ManguluGauda	25	MadhuMahto
26	Manish kr Yadav	26	MadhuRajak
27	Mausam Kumari	27	Madhusmita Nayak
28	Md Asif	28	Mamta Das
29	Nirmal Kr Nayak	29	Md Ekramul
30	Pankaj Kumar	30	Mohan Mallick
		31	Mukteshwarwakada

GROUP - E

ARTS		SCIENCE	
Roll No.	Name	Roll No.	Name

GROUP – F

ARTS		SCIENCE	
Roll No.	Name	Roll No.	Name

GROUP – G

ARTS		SCIENCE	
Roll No.	Name	Roll No.	Name
48	SUPRIYA HANSDA	48	SONI KUMARI RAY
49	SUSMITA BEHRA	49	SUBHASMITA NAYAK
50	SUVALAXMI DALAI	50	SUJATA MEHER
51	SWARNAPRABHA	51	SULOCHANA GHOSH
52	UPALI MANDI	53	TAPASWANI SIAL
53	UPASNA CHOUDHARY	54	TINKAL KUMARI
54	UPASANA TRIPATHY	55	TITLI SUPAKAR
55	URMILA KAMILA		

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR – 751022
Field Work with Community Programme of 2 Year B.Ed. Semester –IV
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Feedback Form for Student Teachers on Working 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 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 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

Appendix-D

1. Dr. Rasmirekha Sethy, Associate Professor & Coordinator, Department of Education, Regional Institute of Education, Bhubaneswar.
2. Prof. Ramakanta Mohalik, Department of Education, Regional Institute of Education, Bhubaneswar.
3. Dr. K. Ketaki, Assistant Professor, Department of DESSH, Regional Institute of Education, Bhubaneswar.
4. Dr. Upasana Roy, Assistant Professor (Contractual), Department of Education, Regional Institute of Education, Bhubaneswar.



Regional Institute of Education (NCERT), Bhubaneswar
Working with Community Programme of B.Ed. IV Semester, 2020-21
Orientation Programme

Schedule of the Programme

Date : 08.02.2021

Venue : New Auditorium

Time	Subject	Resource Persons
9.30 AM-10.00 AM	Registration and Undertaking of the students. Sitting Arrangement of Students as per COVID guidelines.	
10.00 AM – 10.45 AM	Inauguration	Principal Dean of Instruction Dean of Research Head, DE Head, DEE Head, DESSH Head, DESM and Overall Co-ordinator
10.45 AM – 11.00 AM	Tea Break	
11.00 AM – 11.30 AM	Objectives and Importance of Working with Community Programme	Prof. B. N. Panda Prof. S.P Mishra
11.30 AM – 1.00 PM	Activities during Working with Community Programme	Prof. R. K. Mohalik Prof. L. D. Behera
2.00 PM – 4.00 PM	General discussion; Group Formation and distribution of responsibilities	Dr. R Sethy
4.00 PM – 5.00 PM	Valedictory	

This issues with the approval of the competent authority.

(Rasmirekha Sethy)
Programme Coordinator

Copy to:

1. APC to Principal
2. Dean of Instructions
3. Dean of Research
4. Heads of the Departments (DEE, DESSH, DE, DESM)
5. Administrative Officer
6. Persons concerned.
7. Office file



Regional Institute of Education (NCERT), Bhubaneswar
Working with Community Programme of B.Ed. IV Semester, 2020-21
Sharing of Experiences, Reflections and Evaluation
Schedule of the Programme

Date : 17.02.2021

Venue : New Auditorium

Time	Subject	Resource Persons
10.00 AM–11.00 AM	Registration and Sitting Arrangement of Students as per COVID guidelines.	Coordinator and Associated Faculty Members
11.00AM–12.00 Noon	Sharing of Experiences by Group Leaders Remarks by Head DE, Dean of Instructions and Research Concluding Address by Principal	Principal Dean of Instruction Head, DE Overall Coordinator

This issues with the approval of the competent authority.

(Rasmirekha Sethy)
Programme Coordinator

Copy to:

1. APC to Principal
2. Dean of Instructions
3. Dean of Research
4. Head, Department of Education
5. Administrative Officer
6. Persons concerned (8)
7. I/C ET Cell for necessary arrangement of PA System
8. Office file

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR – 751022

Field Work with Community Programme of B.Ed. IV Semester from 9th- 15th February
2021**Programme Schedule**

Date /Time	7.00-8.00 AM	8.15- 10.00 AM	10.00- 10.30 AM	10.30 - 1.30 PM	1.30- 2.30 PM	2.30-3.00 PM	3.00- 4.30 PM	4.30- 4.45 PM	4.45-6.00 PM
09.02.2021	Physical Activity	Shrama Dana	B R E A K F A S T	Field Visit	L U N C H B R E A K	Discussion	Sports	T E A B R E A K	Cultural Programme
10.02.2021	Physical Activity	Shrama Dana		Field Visit		Discussion	Sports		Cultural Programme
11.02.2021	Physical Activity	Shrama Dana		Field Visit		Discussion	Sports		Cultural Programme
12.02.2021	Physical Activity	Shrama Dana		Field Visit		Discussion	Sports		Cultural Programme
13.02.2021	Physical Activity	Shrama Dana		Field Visit		Discussion	Sports		Cultural Programme
14.02.2021	Physical Activity	Shrama Dana		Field Visit		Discussion	Sports		Cultural Programme
15.02.2021	Physical Activity	Shrama Dana		Field Visit		Discussion	Sports		Cultural Programme

(Dr. Rasmirekha Sethy)

Programme Coordinator

**Regional Institute of Education, (NCERT) Bhubaneswar-751022
Department of Education**

NOTICE

No. RIEB/DE/021

Dated: 05/02/2021

It is hereby informed to all B.Ed-IV semester students that Orientation programme of Working with Community (WWC) will be held on 08-02-2021 in the New Auditorium of the Institute at 10.00AM. Further, all the faculty members are requested to attend the programme.

(Rasmirekha Sethy)
Programme Coordinator

Copy to the

1. PA to the Principal for information of the Principal
2. Dean (I), Dean (R)
3. All Heads (DE/DESM/DESSH/DEE) for circulation among faculty members for attending the programme
4. All Wardens for Hostel notice board
5. Institute notice boards
6. I/c, Academic Section
7. Office file/Coordinator

Regional Institute of Education, (NCERT) Bhubaneswar-751022
Department of Education

NOTICE

No. RIEB/DE/021

Dated: 17/02/2021

It is hereby informed to all B.Ed-IV semester students that Sharing of Experiences, Reflection, Evaluation of Working with Community (WWC) will be held on 17-02-2021 in the New Auditorium of the Institute at 11.00AM. Further, all the faculty members are requested to attend the programme.

(Rasmirekha Sethy)
Programme Coordinator

Copy to the

1. PA to the Principal for information of the Principal
2. Dean (I), Dean (R)
3. All Heads (DE/DESM/DESSH/DEE) for circulation among faculty members for attending the programme
4. All Wardens for Hostel notice board
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6. I/c, Academic Section
7. Office file/Coordinator