



DSR College of Education, B.Ed. & M.Ed.,

Date: 20-01-2025

Village: Jambhala Nasik Highway Aurangabad

Year: 2024-25

Report: Extension & Outreach Program

Introduction

The Outreach And Extension Program Conducted By The DSR College Of Education In Jambhala Village Near The Nasik Highway Was An Impactful Initiative Under The Working With Community Program. Spearheaded By The Dynamic Students Of The B.Ed. Program, This Initiative Aimed To Bridge The Gap Between Academic Knowledge And Real-World Community Needs.

The Program Focused On Fostering Meaningful Connections With The Villagers While Addressing Pressing Social Issues Such As Education, Health, Hygiene, Women Empowerment, And Environmental Sustainability. Through A Series Of Interactive Activities, Awareness Campaigns, And Community-Building Exercises, The Students Not Only Shared Knowledge But Also Learned Valuable Lessons About Grassroots Realities And The Importance Of Community Collaboration.

This Outreach Effort Reflects The Institution's Commitment To Holistic Education, Emphasizing The Role Of Future Educators As Change-Makers And Advocates For Societal Progress.

Challenging Preservice Teachers To Learn About The Communities In Which They Will Eventually Work Is Recognized By Major Teacher Education Professional Standards And The National Council Teacher Education (NCTE). A Teacher Who Demonstrates Knowledge Of Involvement With The Wider Community "Understands Schools As Organizations Within The Larger Community Context And Understands The Operations Of The Relevant Aspects Of The System(S) Within Which She / He Works". Additionally, A Teacher Who Understands How Societal Systems Factors In The Students' Environment Outside Of School (E.G., Family Circumstances, Community Environments, Health And Economic Conditions) May Influence Students' Life And Learning".

NEEDS AND JUSTIFICATION

As Seen, Exposure To Community Has The Potential To Be Both Generative And Transformative. The Community-Learning Is A Powerful Pedagogical Tool Which Enhances The Complex Process Of Teacher Preparation While At The Same Time Promoting And Raising Awareness About Local Community Needs. Responding To These Calls For A Transformation In The Way We Prepare Teachers For The Twenty-First Century, A Clear Shift Is Emerging. The Move Away From A Rigid Focus On New Teachers' Development Of Technical Skills Toward The Integration Of More Community-Based Knowledge In Teacher Education Has Been Reported In Different Contexts. The Student-Teachers, After Becoming Appointed As Teachers, Find It Difficult To Adapt Themselves In To The Real Learning Situations. It Was Experienced That They Were Unable To Carry-Out Innovative Practices In Their Teaching-Learning Process. This May Be Due To The



Lack Of Community Participation On The Part Of The Student-Teachers. Therefore, There Is A Need To Provide The Community Experiences To The Student-Teachers. So That They Can Make Themselves Aware Of The Socio-Cultural, Educational, Economical Issues And Problems Related To The Society And Can Prepare Themselves To Be Teacher-Practitioner.

Specific Objectives

- To Study the Social, Economical Cultural and Educational Pattern/Status of the Village
- To Provide Input to Students, Teachers, Parents/Villagers for the Over-All Development of The Educational Status Of The Village
- Provide Community Experience to the Student-Teachers of RTI.
- To Provide Counselling To the Students/Youths
- To Launch Awareness Campaign on Literacy, Gender Equity, RTI, Child Rights, Aids, Superstition, Dogmas, Etc. Methodology
- A Village Was Identified For The Purpose. The Coordinators And Faculties Visited The Village For Getting Overall Picture Of The Village.
- Questionnaires Were Developed To Study The Attitude Of Student Teachers Towards Working With Community.
- Orientation of Student Teachers about Working with Community.
- The Student-Teachers Of The Institute Stayed In The Village For Eight Days And Carried-Out Different Activities. They Were Engaged In Activities Like Conducting Educational Survey Of The Village (Educational, Economical, Cultural, Etc., Case-Study Of The Families, Awareness Programmes On Literacy, Sanitation, Aids Through Organizing Cultural Programmes, Etc., Promoting 'Swachh Bharat Campaign', Etc.
- Tools Were Developed For The Collection Of Data From Village People About Activities Undertaken By The Student Teachers.

Questionnaires Were Developed By The Faculty Members Of The Institute For Survey:

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

1. RALLY AND PRABHAT PHERY

The Students And Supervisors Of DSR College Of Education Organized A Vibrant And Inspiring PRABHAT PHERI Rally Under The "Swachh Bharat Abhiyan" Initiative. The Event Aimed To Spread Awareness About Cleanliness And Hygiene In The Community While Promoting The Vision Of A Clean And Healthy India.

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1. Participation:

Over **71 Students** And Faculty Members Enthusiastically Participated. Local Residents Joined In, Adding To The Rally's Energy And Reach.

2. Activities Conducted:

The Rally Started Early In The Morning, From 10 Am To 5 Pm Following The PRABHAT PHERI Tradition, With Students Marching Through The Streets Carrying Placards And Banners.

Participants Chanted Thought-Provoking Slogans Like:

- "SWACHH BHARAT, SWACHH BHARAT!"
- "GANDAGI MUKT BHARAT, SAPNO KA BHARAT!"
- "CLEANLINESS IS NEXT TO GODLINESS!"
- Clean Up Drives Were Initiated At Key Locations along the Rally Route.

3. Supervision:

Faculty Members Guided And Motivated The Students Throughout The Event. Supervisors Ensured Smooth Coordination And Safety During The Rally.

4. Community Engagement:

Students Interacted With Locals To Emphasize The Importance Of Waste Segregation, Recycling, And Maintaining Public Spaces. Educational Leaflets Were Distributed To Share Actionable Tips For Cleanliness.

Outcome:

The Event Was A Resounding Success, Raising Awareness Among The Community And Instilling A Sense Of Responsibility In The Students. It Reinforced The Collective Goal Of Achieving A Cleaner And Healthier Environment.

2. SWACHH BHARAT ABHIYAN

The Trainees Were Earlier Divided In To Ten Groups. Each Group Has A Group Leader. Ten Areas In The Village Were Identified. Each Group Was Allotted A Specific Site Of The Village. The Trainees Were Given Basket, Spade, Rake, Gloves And Mask. Each Group Was Escorted By A Faculty To The Allotted Area. The Trainees Cleaned The Areas. At The Same Time Interacted And Discussed With Village People About The Usefulness Of Cleanliness. The Trainee Groups Continued This Cleaning Operation Every Day At Different Places Of The Village From 10 Am To 1 Pm. The Second Day Onwards, It Was Observed Many Young People Of The Village Joined With Our Trainees In The **Swachh Bharat** Activity. Many Elderly People Came Out Of House And Interacted With Trainees. They All Appreciated The Behaviour And Attitude Of Our Trainees.

3. Survey

For Survey Activities, Trainees Were Divided Into **10** Groups. Each Group Was Given Responsibility Of One Survey Activity. Each Day Only One Survey Activity Was Taken Up. All The Trainees Of All 10 Groups Were Given Questionnaire Of



Only One Survey Activity Each Day. All 10 Groups Visit Different Areas of the Village. In Each Group Again Small Groups Were Formed Of 8 To 10 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 10 Groups Of Trainees Were Sitting Separately And Analysing The Data Collected. After Analysis, They Were Handing It Over The Group Leader To Which That Activity Was Assigned. The Group Leader/Supervisor Along With Other Members Of That Group Was Compiling All The Data And Was Preparing The Final Report Of That Survey Activity.

1. Gender Equality and Population Education Awareness

Students Conducted Awareness Sessions to Highlight the Importance of Gender Equality in Achieving Sustainable Development. Discussions Focused On Breaking Stereotypes, Advocating Equal Opportunities, And The Role Of Population Education In Addressing Issues Like Overpopulation And Resource Management. The Initiative Sought to Empower Communities with Knowledge about Family Planning, Women's Rights, And the Impact of Gender Parity on Societal Growth.

2. Health and Hygiene of Communities

• Environmental Sanitation

The Survey Of Students Identified Challenges Related To Waste Management And Lack Of Sanitation Facilities In Village. Students Emphasized The Importance Of Maintaining Clean Surroundings To Prevent Diseases And Improve Overall Health. Practical Tips On Waste Segregation And Composting Were Shared With Villagers.

- Students Organized Clean-Up Drives, Involving Villagers In Cleaning Public Spaces, Removing Litter, And Managing Waste.
- Awareness Posters Were Placed In Key Areas To Reinforce The Message Of Cleanliness.
- Students Created Slogans and Posters Emphasizing the Importance Of Clean Surroundings And Health Safety Measures.
- They Encouraged Villagers To Display These Posters In Homes And Public Spaces.

• Use Of Intoxicants By Villagers

Students Observed The Prevalence Of Substance Abuse And Its Impact On Health, Finances, And Family Well-Being. Awareness Campaigns Were Held To Educate Villagers About The Dangers Of Intoxicants, Including Alcohol And Drugs. The Program Encouraged The Community To Adopt Healthier Lifestyles And Provided Information About Rehabilitation Resources.



3. Educational Survey of Village

- Students Visited Homes to Gather Data on Literacy Rates, School Enrolment, Dropout Rates, and Educational Qualifications Of Family Members.
- Students Recorded Challenges Faced By Children and Adults in Pursuing Education. The Survey By Students Assessed Literacy Levels And Access To Education In The Community. Students Collected Data On Enrolment Rates, Dropout Trends, And Challenges Faced By Children, Particularly Girls. Insights Were Used To Propose Solutions, Such As Advocating For Scholarships And Improved Infrastructure In Local Schools.
- Student Observations Were Made Regarding The Infrastructure, Availability Of Teaching Staff, And Learning Resources In Local Schools.
- Students Interacted With Teachers And School Administrators To Identify Specific Issues Such As Attendance, Curriculum, And Teaching Aids.

4. Interview of Parents Regarding RTI Act 2009

- Students Interviewed Parents to Understand Their Awareness of the Right to Education (RTI) Act, 2009. The Discussions Revealed Gaps in Understanding Their Children's Rights to Free and Compulsory Education. The Students Shared Key Provisions Of The Act And Encouraged Parents To Utilize Available Resources To Ensure Their Children Receive Quality Education.
- Distributed Pamphlets and Booklets in the Local Language about Scholarships and Educational Facilities.

4. Awareness Program

1. Covid Awareness

As Part Of A Community Outreach Initiative, Students Of DSR College Of Education Organized A Health Awareness Program Focusing On Covid-19. The Program Highlighted Essential Preventive Measures Such As Wearing Masks, Maintaining Social Distance, And Regular Handwashing. Students Conducted Door-To-Door Awareness Drives To Educate Villagers About The Importance Of Vaccination In Reducing The Severity And Spread Of The Virus. Informative Pamphlets Were Distributed, And Interactive Sessions Addressed Common Myths And Misconceptions. The Program Emphasized The Need For Early Testing And Isolation To Curb Infections, Reinforcing The Community's Collective Responsibility In Safeguarding Public Health.

2. Girl-Child Education:

The Program Emphasized The Importance Of Educating Girls As A Cornerstone For Societal Progress. Participants Were Encouraged To Advocate For Equal Educational Opportunities For Girls, Addressing Barriers Like Early Marriages And Gender Bias. The Session Highlighted Success Stories Of Empowered Women And The Transformative Role Of Education In Achieving Gender Equality.

- Educate Villagers About Government Programs For Girl Child Education, Such As Free Schooling, Midday Meals, And Scholarships.

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- Provide Pamphlets Or Booklets In The Local Language For Easy Understanding.

3. Nari Pratadna (Women's Harassment)

Students Created and Displayed Posters with Powerful Messages against Harassment and Discrimination.

Slogans Like "**BETI BACHAO, BETI PADHAO**" And "Respect Women, Respect Humanity" Were Used To Inspire Change.

This Segment Raised Awareness About Various Forms Of Harassment Faced By Women And The Need For Strict Measures To Address Them. Workshops on Recognizing and Combating Harassment Were Conducted, Along With Discussions on Laws Protecting Women's Rights.

Encouraged An Open Dialogue About The Importance Of Respect And Equality For Women In Society.

4. Anti-Tobacco Campaign:

A Dedicated Campaign Was Held To Inform Participants About The Health Risks Associated With Tobacco Use, Including Cancer And Respiratory Diseases. Visual Presentations And Testimonials From Recovered Addicts Were Shared To Underline The Dangers. The Program Encouraged Attendees To Take A Pledge To Quit Tobacco And Spread Awareness Within Their Communities.

5. Use of Toilets:

Promoting The Use Of Toilets Was A Critical Focus Area To Curb Open Defecation And Associated Health Risks. The Program Highlighted The Connection Between Sanitation And Public Health, Emphasizing The Swachh Bharat Abhiyan Initiative. Demonstrations And Practical Tips On Maintaining Toilet Hygiene Were Shared, Particularly Targeting Rural Areas.

6. Self-Defence Training:

The Program Included Practical Self-Defence Workshops To Empower Women And Children Against Potential Threats. Trainers Demonstrated Techniques To Handle Real-Life Situations Effectively. Participants Were Also Educated On The Psychological Aspects Of Self-Defence, Building Confidence And Encouraging Vigilance In Daily Life.

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Principal
Sufa Educational & Welfare Society's
DSR College of Education,
Aurangabad



Field Work with Community Programme from
DSR College of Education B.Ed. M.Ed.

Health and Hygiene of the Community

Name of the Village: Jambhala

Name of the School: Deogiri School Jamala

General Information

1. Name of the Interviewee:
2. Qualification:
3. Age:
4. Gender:
5. Profession / Occupation:
6. Approximate Monthly Income:
7. Number of Family Members:

Information Of Food Habits

1. Items For Breakfast (If Taking):
2. Number Of Times Taking The Principal Meal:
3. Items Of Lunch:
4. Items Of Dinner:
5. Vegetarian Or Non-Vegetarian:
6. If Vegetarian, Items For Vegetarian Meal:
7. If Non-Vegetarian, Items For Non-Vegetarian Meal:
8. How Many Times Non-Vegetarian Meal In A Week? :
9. Do All Members Of The Family Take Milk Every Day? : Yes / No
10. Do All Members Of The Family Take Fruits Regularly? : Yes / No
11. Mention The Fruits You Take Normally:

Information Of Food Habits

1. Do You Have Toilet At Your Home? : Yes / No
2. (If Yes) Do You Still Like To Go To Open Field / Space For Toilet Purpose? : Yes / No
3. Do You Wash Your Hand Before Taking Food? : Yes / No
4. Do You Take Bath Every Day? : Yes / No
5. Do You Put On Washed Clothes Every Day? : Yes / No
6. How Do You Control Mosquitoes In Your House? :
7. What Do You Use For Brushing The Teeth? :
8. Do You Have Drainage System To Your House? : Yes / No
9. If Yes, Do You Clean The Drains Regularly? : Yes / No
10. Do You Broom Your House Every Day? : Yes / No
11. How Often Do You Clean Your House? :
12. Do You Use Separate Plates / Thalies For Taking Meals For All Members Of The Family? : Yes / No
13. Any Leprosy Patients In Your Locality? : Yes / No

E. S. S.



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? : _____


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