Chapter 2

Review of Related Literature
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Introduction

A research review literature is systematic, explicit and reproducible method for identifying, evaluating and synthesising the existing body of completed and recorded work produced by researchers, scholars and practitioners. Therefore, review of the studies previously carried out in the field is essential. Valuable information obtained in the process of review helps in the planning of the study, selecting and developing tools for the data collection, developing proper techniques for analysis and interpretation of the data. This section is concerned with the review of research studies, books and articles related to major aspects of the investigation.

For convenience, the researcher has divided the studies into the following categories:

2.1 Review of related literature related to philosophy and sociology of education

2.2 Review of literature related to attitude towards social responsibilities and community work

2.3 Review of literature related to community work and its effect on STs.

2.4 Review of literature related to service learning

2.5 Review of literature related to school and community involvement.

2.6 Review of literature related to the practical work of teacher education programme including practice teaching

2.7 Review of literature related to practical work of secondary teacher education programme (B.Ed.) other than practice teaching.

Both theoretical as well as research reviews have been incorporated in the above mentioned sections. The same is presented below.
2.1 Review related to philosophy and sociology of education

Karen, S.L. and Helen, M.M. (1998) suggest that school reform efforts have focused on the development of professionally enriching work groups for teachers as a vehicle for improving student achievement. This study examines the impact of school professional community on the intellectual quality of student performance (assessed using authentic measures) and on two dimensions of classroom organisation, the technical (measured as authentic pedagogy) and the social (measured as social support for achievement). Employing quantitative (multilevel) and qualitative analytic methods, it is indicated in the study that in 24 nationally selected, restructuring elementary, middle, and high schools professional community is strongly associated with these dimensions of classroom organisation. Both professional community and social support for achievement have a positive relationship to student performance, but the strength of their association with authentic pedagogy accounts for that effect.

Mira, K. (2000) describes how effective plans for educational change in a heterogeneous and culturally diverse society are still debatable. This study describes the author's experience, success and pitfalls, in applying a systemic and holistic intervention plan to the education system of a large Bedouin village in northern Israel. The village was included in the Ministry of Education project because of its pupils' low achievement level and high dropout rate. The villagers differed from the intervention group – in ethnic origin, culture, religion (Moslems) and worldview. The Project's intervention model established a dynamic continuous dialogue between the academic world, local teachers, parents and formal community leaders, by delegating responsibilities, creating a specific curricula constructed for a the Bedouin population to be couched in intelligible language and concepts. The research study highlights the following definitions of community.

The community is the basic unit of reference for the individual, after the primary family groups and represents an accumulation of 'natural' behaviour and culture patterns (Arensberg & Kimball, 1965). The community creates the common identity, and unites its members in a sense of belonging and solidarity (Cohen, 1982). It naturally models the characteristic behaviour and culture patterns of the place, providing the framework in which children mature, identify with their surroundings, and internalise accepted norms and behaviour patterns (Warren, 1963; Bullivant,
The community controls the informal systems that influence its members, determining the normative climate, social ambitions, attitude to formal education, and the place of individual and group in the local social structure (Cohen, 1982).

Further the study built an intervention plan for the target group. Three data gathering techniques were used: observation, interviews and analysis of documents by team members. Content analysis technique was used for data analysis.

The findings of the study revealed that the society at large perceives the school as a central agent of socialisation and the place where children come together. However the study revealed that many teachers complained continually to us about parents' indifference and lack of response, and children's absences and undone homework. The teachers reported that, "The problem is that parents and school are totally cut off from each other. We send invitations and they don't come. The school is of no interest to the parents, who come only when they are angry with us. Most homes have no place where the children can do their homework. There are no home computers and many children have no toys either. The child comes home from school and is told to give a hand and get out with the herd: his studies don't interest them." Hence the teachers blamed the parents for the children's low achievements and for the weakness of the education system, developing a scornful attitude to the children and their parents. The findings further stressed that the teachers and principal of the school mentioned that "There is no communication between home and school. Parents do not come when they are summoned. Most parents don't care about studies and the teachers don't care about the parents. The parents don't look at how much [their children's] studies give them. They have sheep and they have goats that give milk and meat. The child comes home from school, throws down his schoolbag and goes out with the flock. They care that the sheep should eat." However the intervention programme done by the researcher involved the parents, teachers and community i.e. village authorities and villagers. This intervention programme produced a community steering committee, with the Ministry of Education supervisor that ensured better educational facilities and parent teacher interaction. The community participation and mutual interaction between parents, students and teachers enriched the school learning situation.
Dewey, J. (2003) mentions that community sustains itself through continuous self renewal and this renewal takes place by means of educational growth of the immature members of the group. By various agencies unintentional and designed, a society transforms uninitiated and seeming alien beings into robust trustees of its own resources and ideals. Education is thus a fostering, nurturing and cultivating process. The role of education is making individual a partner in the associated activity so that he feels its success as his success, its failure as his failure. Education makes a society enlightened, it realises that it is responsible not to transmit and conserve the whole of its existing achievements to make a society better. The school is its chief agency for accomplishment of this end.

Jacob, A. (2004) raised an important question ‘Whose responsibility it is to provide learning experiences other than socialisation (or formal education) to individual in society?’ It states that formalised education can be seen as the extension of the learning process of socialisation. Community within a society may consider their responsibility to provide their children the education of their choice. It further states that the participation of the civil society in education may be based on the value of liberalism and philanthropic spirit of social service, entrepreneurial pursuit or goal of political influence.

Gore, M.S. (2005) mentions about defining basic needs for a programme of social development. It states, the concept of needs is a relative one. Human needs vary with time and place, from society to society and within a society from individual to individual. They vary with education, economic standards and in response to individual idiosyncrasies. All human needs are social. They are socially conditioned. Further, the chapter states that when one attempts to define basic needs in a developing society in the 21st century we have to take into account not only the available resources but also the ideological influences that are operative in the developing and the developed world today. The chapter also highlights the needs of the communities in developing societies. They are mass poverty, large and growing populations, bad housing facilities, illiteracy, high mortality rates, inequalities in
society, etc. Hence the need is to identify basic needs against this background of socio-economic reality and social values of developing societies.

Chaube, S.P. and Chaube, A. (2005) states that full social and economic equality is essential for establishing a socialistic society. Each individual of the community must be so educated that he considers his fellow beings as socially equal. For achieving this aim, such educational institutions should be run which may guide the students to adopt national viewpoint in their thinking. Education is an effective tool for the same. Further, it states that Mahatma Gandhi has envisaged that in all reforms and developmental programmes priority should be given to the most backward and neglected section of the society. In other words any program for social upliftment should start from the lower strata of society and move to the higher strata. This may be possible through education of people of backward people and people of low socio-economic class.

Kapur, A. (2007) presents his views by stating that schools are a miniature form of the society and their purpose is essentially to prepare students for life and handle complex situations in society. The role of the teacher has been highlighted as a curriculum framer, facilitator and philosopher. Moreover, the author expresses that schools can be successful only if teachers work with community members.

Thus, this section comprises empirical works by Gore M.S. (2005) , Jacob A. (2004), Dewey J. (2003), Mira K. (2000), Karen Seashore Louis and Helen M. Marks (1998) and Chaube S.P. and Chaube A. (2005, A.Kapur (2007)). All these studies indicate that both professional community and social support for achievement have a positive relationship to student performance. Moreover, the study by Mira K. (2000) highlights definitions and meaning of community that are relevant to the present study. All the studies included in the above section indicate that there is a strong relationship between school, society and teacher.
2.2 Review of literature related to attitude towards social responsibilities and community work

Shaiarella and et al. (2000), conducted a study entitled ‘Refinement of a Community Service Attitude Scale’. The study includes a multi-stage development of the Community Service Attitude Scale (CSAS), an instrument for measuring college students’ attitude about community service. The CSAS is a Likert-type scale. The CSAS was developed based on the helping behaviour model of Schwartz (1977). The developed instrument was tested with two samples of 437 and 332 college students.

The focused group discussions (FGD) also contributed to qualitative data related to attitude formation. The CSAS scales are positively correlated with gender, college major, community service experience and intentions to engage in community service.

Butcher, J. and et al. (2003), in their published research paper indicate various studies on teacher education and community services. The studies focus on national and international perspectives regarding community engagement, teacher education and service learning. The study was conceptual in nature. The study included researches conducted by Warbuton & Oppenheimer (2000), Wilson (2000) and others. The text analysis of this study revealed that, there is a need to shift notions of community engagement from the periphery to the core of teacher education programmes.

The studies also indicated that community engagement, such as student volunteering, benefits the helper as well as the helped. This was also an expression of their corporate citizenship. Positive effects on volunteers actively engaged in their community were found for life satisfaction, self-esteem, self-rated health, educational and occupational achievement, functional ability and mortality in the studies conducted by Warbuton & Oppenheimer, 2000.

Osunde, A. U.; Izevbigie, T. I. (2006) conducted a study to obtain empirical evidence on teachers' attitude towards teaching profession in Midwestern Nigeria. To execute this study, 400 post primary school teachers were randomly drawn from 40
post primary schools in the area under study. The Teacher's Attitude Questionnaire was the main instrument used for data collection. Results of the study indicated, among others, that teachers are not well financially remunerated and that they are looked down upon because of delay in payment of salaries and allowances, thereby having a loss of sense of belonging. This situation has resulted in the low esteem and status of the teachers and the teaching profession in the society. Findings have also revealed that poor conditions of service, wider negative influence and teacher's negative personal and professional behavior are critical factors responsible for teachers' low status. Some recommendation to enhance the image and status of the Nigerian teachers and the teaching profession were made.

Thus, this section includes the studies by Shaiarella and et.al. (2000), Butcher J. and et.al. (2003 an Osunde, A. U.; Izevbigie, T. I. (2006). The studies used attitude scale, questionnaire and FGDs as the tools to measure /study attitude. Moreover, this section also suggests that community and voluntary work in society have positive effects on the teacher's personality.

2.3 Review of related literature related to community work and its effect on STs

Clayton, P. (1995) analysed STs' role concepts based on the writings of 26 STs who completed their practical work –teaching in East London. Student teachers participated in a 13 week course of teaching practice combined with community work.

A questionnaire was used as a tool to collect data regarding student teacher’s fears, first impressions and the social issues which they identified in schools and community. Content analysis technique was used to analyse the data gathered.

The findings of the study revealed that after the 13 week programme of practice teaching combined with community work, the student teachers expressed their priorities as:
Whilst the highest priority goes to teaching, as teaching is taking place in multi-cultural context, diversity is an important element. The children - their inclinations, talents, aptitude, etc were some considerations that affected learning. School and out of school experiences along with parental involvement were also identified as the important elements of learning by student teachers.

The school and community both were equally prominent aspects of student teachers' writing but concerns about teaching held greater weight. Result suggests that community work enhances teacher performance. Community work also allows student teachers to develop awareness of the school in community contexts.

*The studies in this section include a study by Clayton P. (1995). This study clearly states the importance of community work in teacher education course. The studies record practice teaching combined with community work. This does imply that community work can be woven into the teacher education programmes.*

### 2.4 Review of literature related to service learning

Gelmon, Sherrill B. and et al (2001) in the book 'Assessing Service-Learning and Civic Engagement: Principles and Techniques' describe the concept of service learning. Accordingly, Service learning is often called learning through community work or community service. Service-learning is an educational methodology which combines community service with explicit academic learning objectives, preparation for community work and deliberate reflection. Students participating in service-learning provide direct and indirect community service as part of their academic coursework, learn about and reflect upon the community context in which the service is provided, and develop an understanding of the connection between the service and their academic work. These learning experiences are designed through a collaboration
of the community and the institution or academic unit/programme, relying upon partnerships meant to be of mutual benefit. Improvement and sustainability of the experiences and the partnerships are enhanced through formal assessment activities that involve community, faculty, student and institutional perspectives.

The book further describes the Essential Elements of Effective Service-Learning Practice. They include:

- Clear educational goals that require application of concepts, content and skills from the academic disciplines and involve students in the construction of their own knowledge;
- Engaging students in tasks that challenge and stretch them cognitively and developmentally;
- Using assessment as a way to enhance student learning as well as to document and evaluate how well students have met content and skills standards;
- Service tasks that have clear goals and meet genuine needs in the school or community and have significant consequences for themselves and others;
- Formative and summative evaluation in a systematic evaluation of the service effort and its outcomes;
- Ways to maximise the students' voice in selecting, designing, implementing and evaluating the service project.

Erickson, J. A. & Anderson, J.B. (1997) in the book 'Learning with the community: concepts and models for service-learning in teacher education' discuss how service-learning can be implemented within teacher education and what teacher education contributes to the pedagogy of service-learning. The book offers both theoretical background and practical pedagogical chapters which describe the design, implementation and outcomes of teacher education service-learning programmes, as well as annotated bibliographies, programme descriptions and course syllabi.

Shelly, B. and Andrew, F. (2002) in the book Fundamentals of Service-learning through a multidisciplinary lens indicates that service learning approach to teaching learning involves that students do community work in order to achieve the academic goals. The practice of service learning involves people from both educational institution and community organisation or community. Activities can focus on
assortment of tasks that are integrated at varying degrees across a broad range of content area.

The book indicates four basic principles that should guide faculty in organising and conducting a service-learning course. It states, “The four principle of preparing a course for service learning include;

- Step 1 - Engagement of community members and academicians,
- Step 2 - Reflection mechanisms and experiential learning,
- Step 3 - Reciprocity of community members and
- Step 4 - Public Discrimination.

(Therefore the book quotes the following details of the steps respectively, “ Step 1 - Engagement – Does the service component meet a public good? How do you know this? Has the community been consulted? How have campus community boundaries been negotiated and how will they be crossed?

Step 2 Reflection – Is there a mechanism that encourages students to link their service experience to course content and to reflect upon why the service is important?

Step 3 - Reciprocity – Is reciprocity evident in the service component? How? Reciprocity suggests that every individual, organisation, and entity involved in the service-learning functions as both a teacher and learner. Participants are perceived as colleagues, not as servers and clients.

Step 4. Public Dissemination – Is service work presented to the public or made an opportunity for the community to enter into a public dialogue? For example, ‘Do oral histories that students collect return to the community in some public form?’ Is the data students collect on the saturation of toxins in the local river made public? How? To whose advantage?)

This section includes the work of Gelmon, Sherrill B. and et al (2001) Erickson and Anderson (2001) and Shelly, B. and Andrew, F. (2002) on the theme service learning. The focus is on the concept of service learning and its principles. This has helped the research understand the concept of service learning vis-à-vis teacher education programmes.
2.5 Review of related literature related to school and community involvement

Joyce, L. (1995) in 'School/family/community partnerships: caring for the children we share' suggests that the way schools care about children is reflected in the way schools care about the children's families. If educators view children simply as students, they are likely to see the family as separate from the school. That is, the family is expected to do its job and leave the education of children to the schools. If educators view students as children, they are likely to see both the family and the community as partners with the school in children's education and development. Partners recognise their shared interests in and responsibilities for children, and they work together to create better programmes and opportunities for students. There are many reasons for developing school, family, and community partnerships. They can improve school programmes and school climate, provide family services and support, increase parents' skills and leadership, connect families with others in the school and in the community, and help teachers with their work. However, the main reason to create such partnerships is to help all youngsters succeed in school and in later life. When parents, teachers, students, and others view one another as partners in education, a caring community is formed around students and begins its work.

Badheka, G. (2004) describes his experiments to make schooling a fruitful process. The book states that about one hundred and fifty years ago the colonial state forced Indian teachers of young children to accept a life of powerlessness and inertia. Millions of students had no option but endure the indifference of the teacher. Divasvapna communicates Gijubhai Badeka's dream of bringing about a change in education system. The book also highlights the importance of a facilitative teacher–student relationship; learner oriented teaching and non-formal teaching as well as elation teaching in schools. The book has implications to the teacher-student, teacher-parent and teacher-community relationship. The theory of sociology of education has been beautifully portrayed in the experiments mentioned in the book.

Ralhan and Lambhat (2006) have mentioned about Round Valley a village in which the school principal and teachers felt that the villagers were poorly informed
regarding school system and education. The principal called a meeting for the purpose of forming a council requesting people to be representatives. A chairman and secretary were elected, after which the principal became an ordinary participant. The council during the first year began with a study of school matters, such as report cards and inspection of other academic work. Soon the council became focused and started modifying the existing system of education according to the needs of the village community. Plans for medical service, kindergarden, night classes, and adult phase of the recreation programme were organised.

Here it is worthy of note that a small group of people took action upon an immediate problem and people involvement was observed over a period of time.

The studies included in the section focus on School and Community relationships and interactions. The study by Joyce L.(1995), G.Badheka(2004) and Ralhan and Lambhat (2006) suggests that when parents, teacher, school authorities and community at large work / interact harmoniously then positive impact on learning environment is observed.

2.6 Studies related to the Practical work of Teacher Education Programme including Practice Teaching

Bhatnagar (1980) studied the literature on teaching learning process and practical work in B.Ed. programmes in India. The major objective of the study was to study the literature and suggest remedies for the B.Ed. programme. Thirty-nine studies and worthwhile documents in teacher education were analysed from the year 1952 to 1978. The findings of the studies suggested that the studies done had not concentrated on practical work of B.Ed. programmes. Further the studies also emphasised that the weakest link in Teacher Education is Practical work that consists of community based activities, SUPW activities and practice teaching. The study was a survey and data were analysed using the data display technique and percentage analysis.

Kakad, G.M (1983) conducted a study with the following objectives.
(1) To analyse the present B.Ed. curriculum and (2) To know the changes that can be made in the secondary teacher education programme. The sample for the study comprised B.Ed. syllabus of twenty-four universities, IASE, NCERT and other relevant documents related to B.Ed. Interview schedule and questionnaire were prepared by the researcher to collect data. The findings of the study revealed that one of the major aspects of secondary teacher education programme must be community work and sectional work. It also indicated that this aspect was neglected in many colleges.

Bhatia (1984) studied the new B.Ed. curriculum in colleges of education affiliated to the University of Bombay. Some of the objectives of the study were (1) To study relevance of practice teaching programme in the new B.Ed. curriculum. (2) To suggest measures for improvement of the B.Ed. curriculum.

This study was a descriptive survey showing the status of the new B.Ed. curriculum with the old B.Ed. curriculum. The purposive sampling technique was employed and sixty-four teacher educators, six hundred students, nine principals and twenty alumni from thirteen colleges were selected. The data collection was done using a questionnaire, interview schedule, check list, group discussion and observation of reports and syllabus. Statistical techniques like rank differential method, mean and percentage analysis were used to analyse the data. One of the important findings of the study that has a major implication to the proposed research is that Practical work which comprises school experiences, field work with community based programmes and sessional /practical work needs to be organised more seriously and needs to be enhanced.

The section includes studies by Bhatnagar (1980), Kakad G.M (1983) and Bhatia (1984). All the studies suggested that the practical activities are a major component of the B.Ed. programme. The studies also revealed that the service learning or community service / work component of the B.Ed. course is the weakest and the most neglected aspect of the teacher preparation programme.
2.7 Studies related to practical work of Secondary Teacher Education Programme (B.Ed.) other than practice teaching

Deo (1985) conducted a study on the practical programme of B.Ed. other than practice teaching in teacher educational institutions. The following were the objectives of the study.

(1) To study nature and type of practical activities
(2) To study perception of STs about objectives of such practical work
(3) To suggest effective scheme of practical work for B.Ed courses

Three hundred and fifty STs and fifty-five teacher educators were selected from three teacher education colleges randomly. The questionnaire was used to collect the data. The findings of the study suggested the following.

1. The STs and teacher educators felt that there could be a large number of practical programmes in colleges of education
2. Due to lack of time, opportunities and lack of proper guidance they were unable to achieve the objectives of practical work
3. For socially useful and productive work and work experience proper guidance was not available and no provisions were made in timetable
4. Social work had not been an integral part of the Teacher Education Programme.

Sharon, F. & Margret, B. (1985) in their research paper indicate lack of Social experiences as one of the major pitfalls of the teacher education course. The study was a survey in Michigan State. The data were collected from the teacher education colleges using interview schedule and analyzed qualitatively. The research article further suggests that the pitfalls must be overcome if classroom experience during teacher preparation is to serve the broad purposes of learning to teach.

Donald, R. and William, D. (1986) in the research paper entitled ‘Field Experiences in Teacher Education: Considerations and Recommendations’ state that field experiences have emerged as a critical dimension to the teacher preparation process. In this article, the researchers have traced the origins of field experiences component in Teacher preparation course. The study presents taxonomy for use in thinking about field based experiences and discusses selected issues and problems associated with
teaching experiences occurring in the field. The authors have made recommendations for improving field experiences and briefly described factors that militate against the accomplishment of the recommended directions. The recommendations suggest that the field experiences must be planned systematically and purposefully. The importance of society and its role in educating the children also need to be specified during the experiential phase. The study suggests that the community experiences must enable the student teachers to understand the pedagogy of teaching and nature of society especially national societal fabric. The tools used in the study were focused group discussion and the data were analysed using content analysis.

Porter & Poulsen (1989) indicate that doing community work can make teachers more sensitive towards their society as especially their locality. The research further cites the reasons for integrating service-learning/community work into the teacher education programme: (1) to prepare new teachers to use service-learning as a teaching method with their K-12 students; (2) to help socialise teachers in the essential moral and civic obligations of teaching, including teaching with "care," fostering life-long civic engagement, adapting to the needs of learners with diverse and special needs, and having a commitment to advocate for social justice for children and families; (3) to enhance pre-service teachers' ability to reflect critically on current educational practices and their own teaching; (4) to develop in pre-service teachers the dispositions and abilities needed to easily and fully adopt other educational reforms such as authentic assessment, teaching with integrated thematic units, focusing on higher order thinking skills, and making improvements in school schedules and climate; (5) to accelerate the process of learning how to perform a variety of roles needed to meet the needs of students such as counsellor, community liaison, advocate, and moral leader; and (6) to develop human service-oriented teachers who can work effectively in schools with integrated services or other social service settings.

Boyle-Baise, Marilynne & Christine, E. (2000) in their research publication Community-based Service Learning for Multicultural Teacher Education have made attempts to create a topology of pre-service teachers' responses to community-based service learning within several courses, investigating meanings they made from their community experiences. Data came from interviews and student essays and papers.
The article considers the potential value of community-based service learning as an aspect of multicultural education, suggesting implications for teacher education. The implications suggest that Community-based experiences must be weaved into the curriculum and student teachers must develop an understanding about the pedagogy and foundations of the course through community-college-school interaction.

**Jude, B. and et.al. (2003)** in an article published in Asia-Pacific Journal of Teacher Education, Vol. 31, No. 2 expresses that The diversity of student backgrounds and the increasing number of school students from low socio-economic areas require teachers to have an understanding of students’ worlds and to be committed to social justice both within school structures and curriculum as well as in the life of the wider community. In this context, community service learning for teacher education students is becoming increasingly important. Social engagement with marginalized people, however, such as that experienced during community service learning, can be confronting for students as it is usually outside their previous life experience.

**Trae, S. (2007)** in the article ‘Service-Learning in Teacher Education: The Problem’ has examined the impact of concurrent service-learning pedagogical training and service-learning engagement on pre-service teachers’ perceptions of teaching and inclination toward using service-learning. The participants in this study were 22 junior-level undergraduate education majors enrolled in a single section of a general teaching methods course at a four-year public, metropolitan research university in Florida. The participants included 20 women and 2 men. Both quantitative and qualitative data were collected.

The research states that although service-learning is found in more than 300 teacher education institutions, its penetration is shallow, is concentrated in elective courses, and is typically taught by part-time. Research has identified several reasons for a cursory inclusion of service-learning preparation in pre-service teacher programmes. The primary obstacle to including service-learning is time. Time to plan service-learning, assess students’ learning and maintain community collaborative relationships are especially difficult. These constraints are made worse by colleagues’ disinterest in and relative lack of acceptance of service-learning and the challenge of infusing new topics into already overcrowded curricula (Anderson & Pickeral, 2000; Furco & Ammon, 2000; Wade, 1995; Wade, Anderson, & Pickeral, 2000).
barriers were framed by teacher educators' lack of knowledge about service-learning (Pothoff et al., 2000).

Most notably, some teacher educators argue that (1) teachers can learn by service-learning doing service-learning, (2) service-learning is of no use until challenges faced by new teachers have been navigated successfully, and (3) something would have to be removed from already distended programs in order to add service-learning (Erickson & Anderson, 1997). These findings are noteworthy because new teachers often mirror pedagogically what was modeled by their college instructors or by K-12 cooperating teachers (Bullough & Baughman, 1993; Root, 1994; Shumer, 1997). However, if such opportunities are absent, the likelihood of a prospective teacher becoming interested in service-learning is greatly diminished, given that training teachers after they have begun teaching presents an additional and more impenetrable set of barriers. A key challenge to providing service-learning professional development to experienced teachers is that they tend to be generally indifferent toward school-reform (Huberman & Miles, 1984; Wade & Eland, 1995), have a set curriculum, and enjoy little free time to reconceptualize learning in their classrooms (Hill & Pope, 1997). If pre-service teachers are not being taught service-learning pedagogy, it is unlikely that they will use the progressive method later (Root, 1997) and service-learning will remain a marginalised educational reform (Shumer, 1997).

The section includes the studies by Deo (1985), Sharon Feiman-Nemser & Margret Buchmann (1985), Donald R. and William D. (1986), H. Porter & Poulsen (1989), Boyle-Baise, Marilynne & Christine E. (2000), Jude B. (2003) and Trae Stewart (2007). All the studies included in this section focus on practical components of the teacher education programmes other than practice teaching. All the studies included in this section reveal that

- Lack of social experiences is one of the major pitfalls of teacher education course.
- Community experience is not an integral part of teacher education course.
- Proper guidance and time slot are not made available in most of the teacher education colleges.
Moreover, the research by H. Porter & Poulsen (1989) clearly indicates that doing community work can make teachers more sensitive towards their society. Further, the research by Trae Stewart (2007) indicates lack of time, teacher educators' lack of knowledge about service-learning as one of the major constraints to community based experiences.

The studies in this section identify the reasons that make 'community based activities' a peripheral component of teacher education. (The researcher has taken these reasons and implications in mind while designing the community based activities-module.)

**Conclusion**

Thus all the studies cited in the above sections indicate that most of the studies related to community service and teacher education are qualitative in nature. The tools used in the studies are questionnaire, group discussions and interviews along with observation schedules. Moreover, the tools like Attitude Scale, FDG and questionnaire were used to measure attitude as well monitor attitudinal change of the samples.

The researcher also developed insights into the concept of service learning vis-à-vis teacher education programmes.

The sampling techniques, sources of data and tools used in the studies mentioned above have also given the investigator insights into the methodology aspect of the study.

The review of related literature has provided sound base as well as insights into the study and has helped the investigator to conduct the study effectively and has also served as the basis for a strong rationale.