Chapter 5

Findings, Discussion, Recommendations, Suggestions and Summary
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This chapter contains the essence of the whole effort. It includes the findings, discussion, suggestions and summary. Scope for future studies has also been visualised.

5.1 Findings of the Study

Qualitative as well as quantitative data analysis and interpretation have paved a way to the findings of the study. The findings of the study are mentioned below.

1. All the B.Ed. colleges affiliated to Sardar Patel University have some community work as a component. But, have no specific guidelines or course structure for the same.

2. The colleges do not have any specific guidelines for the community based activities.

3. Most of the community based activities are implemented in an isolated and erratic manner. A piece-meal approach to community work and skill development programme was followed. As a result of this, the objective of community work activity is not achieved to a significant level. This hindered the process of attitude formation. Due to this, student teachers did not have a favorable attitude towards community work and also did not understand their role in society.

4. Practical activities carried by the STs during field work- community work helped the STs develop their negotiation skills.

5. Community work with children helped STs develop their non formal modes of teaching, thereby STs enhancing classroom interaction skills.

6. Teaching the children from community boosted the confidence of STs and helped in developing their self esteem.

7. Inspirational stories, anecdotes and passages about teachers and their impact on society when discussed in class had a positive impact on STs (i.e. role concept of teachers').
8. The module made the STs become aware of their roles in society.

9. Participatory mode of teaching and learning hones the social skills of teachers (STs) as well as learners (community members).

10. The one year duration B.Ed. programme is not sufficient to shape the attitude of all the STs towards community work.

11. Community based activities when woven into the curriculum- in the form of theory as well as assignments proved to be beneficial for STs. STs developed better conceptual understanding of the core papers i.e. philosophical and sociological foundations of education.

12. Theoretical inputs with respect to community, its nature and community work certainly play a key role in developing awareness of the society and role of teacher therein.

13. Collaborative efforts and collaborative learning enhanced the quality of the COP.

14. Community experiences enabled the STs to understand the pedagogy.

15. STs developed their non formal mode of teaching skills in a realistic setting during the community outreach activities.

16. STs developed life skills in realistic settings during community work. Numerous universities offer life skills as a separate paper. COP and life skill courses can be knit into one course/ component.

17. The process of interaction between teacher education institutions, STs and community members helped the community members to become aware and informed about basic life skills like hygiene, health, sanitation, etc. In addition, it also provided scope for developing literacy skills, money managerial skills, health related skills, etc among community members. This interaction has made community members feel confident and socially literate.

18. Long term and local specific community based programmes when planned by teacher education colleges addressed higher order thinking skills and lead to significant learning outcomes.

19. Long term and local specific community work done by teacher education Institution (TEI) was a fruitful and more satisfying activity for both the TEI and community.
20. Community experiences helped STs feel confident in handling parents-teachers’ meeting and conducting simple community projects.

21. Preparing module and tasks for the field based experiences – practical component of the B.Ed. course was a fruitful activity.

22. Community experiences made STs aware of the problems of learners and especially deprived section of learners.

23. 90% of STs expressed that community work has made them feel confident in classrooms.

24. Inspirational stories, anecdotes and passages about teachers and their impact on society when discussed in class had a positive impact on student teachers (i.e. role concept of teachers’). It helps them become aware of their roles in society.

25. Practical activity undertaken by STs during field work/ community outreach programme helped the STs teach through non formal methods of teaching.

26. Teaching children from community boosts confidence of the student teachers and helped in developing their self esteem.

27. Service learning or community based work made STs academically active as well as socially active.

28. The community work in the field made the STs develop a sense of concern for the society.

29. There is a difference between the concepts: service learning, voluntary work and community work. However, in the B.Ed. course it is service learning concept that is applicable. The practice of service learning involves people from both educational institution and community organisation or community.

30. The module helped STs understand the role community resources in teaching learning process and also enabled them to identify and use community resources.

31. The STs developed their techno-pedagogical skills while conducting sessions related to module component B-5. Teaching MS Office to the children from the community was a challenge and student teachers used innovative methods to teach the same.
32. Community work or COP when related to the assignments of the foundation papers as well as methodology of teaching methods made the STs understand the concepts of the papers.

33. There is lack of clarity and communication among teacher education colleges and teacher educators and this has made the working with community component of teacher education null and void to a great extent in many colleges.

34. The module prepared by the researcher has made the STs develop a favorable attitude towards community work and social responsibilities.

35. No specific guidelines for organising / conducting COP / CBA are given by NCTE (expect for 20% weight age in terms of time).

36. The module made the STs sensitive towards the community. This did contribute to 'teacher-making' and not to 'teacher-training'.

37. The STs developed both interpersonal and intra personal skills during the field work.

38. Community work experience supported STs vis-à-vis academic teaching and deepened understanding of the teachers' role in society.

39. Participation in community based CCA made the STs confident and contributed in wholistic development of STs.

40. Participation in community outreach programme aided in developing human service-oriented teachers who could work in schools with integrated services and social service settings.
5.2 Discussion of the Study

The investigator strongly feels that community work provides valuable insights into the know-how of interaction in the society/community. It also provides valuable insights into the classroom situations and student diversity. The field based experiences and data analysis have made the researcher **realise and experience** the following aspects related to community work and outreach programmes:

- Social change is a slow process and changing life style, thoughts/thinking pattern, etc is very difficult. However, over a period of three and a half years the researcher has observed that during the one year programme the STs do become aware about the community and their role as social workers but only some STs develop genuine sensitivity towards the same.
- Another important learning acquired by the researcher is that COP cannot be a formal, structured activity. It needs to be culture specific — local specific and informal in nature.
- COP can be integrated in the B.Ed, course and needs to become an integrated programme.
- During the study and field work the researcher observed that most of the STs find it difficult to interact with community members and strangers. COP provides a platform to the STs to develop their social skills, which in turn, enhances their classroom performance.
- COP can include a wide range of activities suggested below.
  - Showcasing events and community interaction.
  - Observation of community events, report writing and discussion.
  - Visit to community centres and using the same in teaching various school subjects.
  - Observation of PTA meetings and social role of in-service teachers.
  - Various activities like skits, puppet shows and other non formal modes of teaching

Further, the COP is beneficial to the STs, community members and TECs in the following ways:
Figure 3 Benefits of COP

- STs develop confidence and overcome stage fear at the initial stages of practice teaching.
- Increases possibility of enriching classroom experiences and scope for value inculcation among STs as well as their students in schools.
- Encourages STs to work collaboratively and encourages team work and holistic education.
- Educates STs for affective domain - EQ rather than IQ.
- Raises self esteem of STs.
- Makes STs aware about their profession and pride of the teaching profession.
- Makes STs socially active and enhances people skills.

TECs benefit through COP

- Develops college -community links
- Helps in building a positive image of the college
- Extension services and Enhances resources

Larger holistic impact of COP

- Scope for preparing teachers with sound knowledge of diversity in the state and socio-sensitive skills.
- Schools to become a better place for students to learn and grow! Since the teachers will be able to appreciate the plurality in classrooms.
- Possibility of closer school- community.
- Benifits for community from the activities of the STs and TECs - This helps in strengthening social fabric.

Apart from learning values and a sense of gratification, the researcher has faced a great deal of time constraint while carrying out the research. This was mainly because COP was considered a separate activity.
The researcher strongly recommends that every activity in the B.Ed. course needs to linked / aligned with a social objective. This philosophy and practice will then, indirectly take care of the community based work of the B.Ed. component.

NCTE has laid 20% weightage in terms of time on community work – a practical component of the B.Ed. course. This indicates the relevance of community work in teacher education. However, no guidelines to conduct/organise the same are provided by the NCTE. Therefore relevant and systematic planning of community work does not take place in many colleges. As a result, uniformity in organisation of community based activities is not observed in teacher education colleges. This, in turn, creates confusion among teacher educators and student teachers.

During the course of the study the researcher has observed that each teacher education college has a different mechanism of conducting community work or community based activity. Some colleges organize a lecture, some other a health camp and some colleges also adopt a community. Here, the activities are of diverse nature and learning therein takes place at different levels. One of the major findings of the study is that ‘lack of clarity and communication among teacher education colleges and teacher educators has made the working with community component of teacher education null and void to a great extent in many colleges’. This does indicate a sorry state of the programme.

The researcher strongly feels that COP need not be a time bound activity. Rather, it needs to be made an inspiring activity. It needs to be conducted in a focused manner and its philosophy and process needs to be defined. In this direction, the researcher has realised that Community based work / service learning and COP activity by and larger have the following objectives for STs.

1. To prepare STs to teach through non formal modes of teaching and in an informal setting.
2. To prepare STs to partner with parents and community members during their in-service hours in school.
3. To make STs sensitive to the community and understand the social fabric of local and global communities.
4. To enable STs to work in groups with a common objective of social welfare. The focus is on collaborative skills.
5. To make students think beyond the four walls of the classrooms and encourage use of community resources in classrooms/ teaching learning process.
6. To enable STs to realise and experience the social nature of the profession.
7. To develop interpersonal and intra personal skills of STs and thereby enhance their people skills.
8. To develop skills vis-à-vis affective domain of the STs.
9. To enable STs to build / understand philosophy of the profession of teaching vis-à-vis COP/ community experiences.
10. To prepare STs to face social challenges and mould the future generations in a socially sensitive manner and thereby contribute to nation building and modernised society.

Teacher educators need to be very clear about the objectives of Community work and also the respective activities and outcomes. The table below illustrates a way to the P3 of COP. Similar practices can be worked out by the respective TEs and TECs for their community work practical component.
Table No 22. Philosophy- Process- Product of COP

<table>
<thead>
<tr>
<th>PHILOSOPHY</th>
<th>PROCESS</th>
<th>PRODUCT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td><strong>Osmosis (activities)</strong></td>
<td><strong>Outcomes</strong></td>
</tr>
<tr>
<td>Real life experiences enrich classroom experiences and enhance learning</td>
<td>-Visit local communities, community resources and educational organizations like NGOs, Clubs, Community centers, etc.</td>
<td>STs will be able to collaborate with community.</td>
</tr>
<tr>
<td></td>
<td>-STs organise guest lectures and community events.</td>
<td>STs will develop their social skills.</td>
</tr>
<tr>
<td></td>
<td>-STs map community resources that aid learning of a particular topic in their respective method paper – content of school subjects.</td>
<td>STs will think beyond the four walls of classrooms.</td>
</tr>
<tr>
<td>Parents, teachers and community members at large can together be effective educators</td>
<td>-Observation of PTA meetings</td>
<td>STs will be aware of the challenges of teaching profession and will understand that school is a miniature society.</td>
</tr>
<tr>
<td></td>
<td>-Using participatory methods of teaching in schools and during community work.</td>
<td>They will also be able to collaborate with community.</td>
</tr>
<tr>
<td></td>
<td>-Interaction with community members during college community events.</td>
<td>Enhance school-community linkages.</td>
</tr>
<tr>
<td></td>
<td>-Identify and invite parents to teach selected topics.</td>
<td></td>
</tr>
</tbody>
</table>

Similar P³ frame work can be developed by each teacher education college and COP activity can be implemented accordingly.
This activity will in turn help the colleges understand the objectives of the COP activity and its learning outcomes vis-à-vis college activities.

In this direction, the researcher would like to present her views on the community based activities that can be conducted in the teacher education programmes.

Further, table 23 indicates a spectrum of STs' activities with respect to 'Working with Community: A Practical Component of Teacher Education Course' from Lower Order Thinking skills to Higher Order Thinking skills (LOTs to HOTs) along with some examples.
Table No. 23

<table>
<thead>
<tr>
<th>Activities at LOTs level (Lower Order Thinking Skills)</th>
<th>Activities at MOTs level (Moderate Order Thinking Skills)</th>
<th>Activities at HOTs level (Higher Order Thinking Skills)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to a lecture on importance of community work or Teacher &amp; Community</td>
<td>Listening to a Lecture cum reflective tasks incorporated during lecture</td>
<td>Preparing and delivering a Lecture on a topic related to Teacher and Community</td>
</tr>
<tr>
<td>Observation of Parent Teachers Meetings (PTMs) in Schools</td>
<td>Observation of PTMs in school and Mock PTMs</td>
<td>Assisting School teachers during PTMs.</td>
</tr>
<tr>
<td>Preparing a Skit to Educate Community members on social issues and problems.</td>
<td>Studying the needs of a specific community and accordingly writing cum presenting a skit in community.</td>
<td>Planning a need based programme that includes a Skit to educate community members, facilitating the community members to address the problem and keeping a track of the change via a report diary or reflective journal writing.</td>
</tr>
<tr>
<td>Reading reports of Community Based Programmes and Community - Teacher links</td>
<td>Discussion and Analysis of reports of Community Based Programmes and Community Teacher links in groups</td>
<td>Observing and reporting a community event.</td>
</tr>
</tbody>
</table>

And many other activities keeping in mind the range of LOTs to HOTs can be organised. Teacher educators must make significant attempts to organise HOT level activities. The modern system of teacher education needs to break barriers and merge its theoretical and practical components at the ground level. That is the practical activities and theory needs to be interrelated at all levels. A piecemeal approach to
teacher education needs to be surmounted. Accordingly teacher education colleges must make significant efforts to ensure that each student teacher is a part of ‘Holistic Community Based Activity’. An alternative model for the same is suggested the researcher below.

**Figure 4: Holistic Community Based Activity**

(Green box indicate CBA)
Community based activities can be integrated in the Theory papers as indicated by the flow sheet below. (Note: many other activities could be integrated)

**Figure 5 Integration of CBAs with Theory papers**

- STs could be oriented to the practical component of CBA and its importance.
- This component could be taught and illustrated at length during the Philosophical and Sociological foundations of Education paper sessions (topic/unit-teacher and community).
- The Theory-Paper on School Management also includes certain aspects related to school and community. There importance & illustrations of school-community links, parent-teacher links, utilization of community resources, etc could be done.
- STs could organized an event for the community. The management of this event must be left to students. This event could be a simple guest lecture for community members, an exhibition, a project, etc. in groups.
- A practical activity to students can be given. This can be considered as the respective theory paper assignment. It may include themes like Role of an NGO in societal development, Teacher an Agent of Social Change, etc. The STs must be made to theorise the concept based on their practical experiences via an interview of a teacher/ NGO authorities, etc.
- A visit to a single teacher school or a multi-graded school or a special school or different types of schools. A comparative study of schools of different boards can be done keeping in minds the needs of the local community and globalised era.
- Assisting a teacher during PTMs and Community exhibitions or events at school.
- This activity could be made a part of the Technology INTEL portfolio of the B.Ed Course. (This is submitted at the end of Semester 2) Here INTEL may be a temporary partner.
- Method papers may focus on Community Resources and Service Learning Approach.

*TECs must select a local community and make student do all the community activities in the selected community to achieve the dual objective of sensitizing STs towards community and CW as well as Community development.
*School related assignments can be weaved in during the Practice Teaching phase.
*EACH ONE TEACH ONE – each ST can select a child from deprived community & teach.
Moreover, other professional courses like engineering, law and medicine have guidelines for extension and community work. The same needs to be planned for the teacher education courses too.

During the interaction with STs and TEs the researcher realised that community based programmes were side lined by other important practical activities like practice teaching. During the B.Ed. course more emphasis is laid on teaching STs the skills of teaching. The fact that teachers bear important social responsibilities are not taken care of in many TECs.

The researcher strongly feels that the service learning approach to education will cater to the aspect of community work and also make STs socially sensitive. In this direction the researcher would like to refer to the definition of service learning. According to Gelmon, Sherrill B., Holland, Barbara A., Driscoll, Amy, Spring, Amy, & Kerrigan, Seanna (2001) "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 service is provided, and develop an understanding of the connection between service and their academic work. These learning experiences are designed through a collaboration of the community and the institution or academic unit/program, 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 one year teacher preparation course includes numerous topics that can be taught using the service learning approach. To be more specific the investigator has listed and explained the possibility of incorporating Service learning in the course in the table 24 below.
<table>
<thead>
<tr>
<th>Paper</th>
<th>Topic</th>
<th>Activity vis-à-vis Service Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Philosophy</td>
<td>Teacher and Community</td>
<td><strong>Survey:</strong> Society’s Expectations from teachers/teaching community. Teacher educators can give a format – questionnaire or interview schedule to STs inorder to collect data from community members during a semester break or during practice teaching phase, etc. Students could be divided into groups and asked to collect data from different target groups like in-service teachers, principals, parents, school children, etc. This activity could be followed by a common class presentation.</td>
</tr>
<tr>
<td>Educational Psychology &amp; School Management</td>
<td>Case Study</td>
<td><strong>For example:</strong> A case study of a Teacher who has been awarded for excellence. A case study of a reputed school and their relationship with stakeholders</td>
</tr>
<tr>
<td>Methodology of Teaching Papers (respective method papers)</td>
<td>-Project Method -Problem Solving Method (PSM) -Community Resources</td>
<td><strong>Activities like a project that is essentially community based can be allotted to STs. This could be made a part of CBA. Simple problems based on method specific topic and community based work can be given for problem solving tasks. For example, problems like excessive use of plastic bags in community, water logging, unhygienic conditions, lack of basic communication skills in English, inability to recite prayers, lack of banking skills, etc could be given to students in groups and strategies to solve the problem based on the steps in PSM can be planned by STs and tried out.</strong></td>
</tr>
</tbody>
</table>
5.3 Recommendations

- Service learning approach can be interwoven in the B.Ed. course. Researches by Sullivan (1991), Root and Batchelder (1994), Seigel (1995), LeCompte (1996) and Wade (1997) also indicate the effectiveness of service learning. The researcher has also experienced the effectiveness of service learning while implementing the module component B in the community. The student teachers who had participated in community service had a great degree of success in their teaching experience and were more confident in classrooms. They could also plan activities at ease, as well as, communicating with parents comfortably.

- Integrated approach to CBA needs to be followed in the B.Ed. course. This will not only help the STs and TEs save time but also make community outreach programme a meaningful activity.

- Now that many universities across the state are adopting the Choice Based Credit System, there exists more scope for linkages with other colleges and community. This aspect could be considered while planning for Community Based Programmes and activities.

- STs need to be oriented to the Theory of community based activity, where in simple situation analysis tasks, short success stories of teachers, community success stories, reflective practices, etc could be discussed (as in module component A) and this can be interlinked with the practical experiences in the community (component B). Thus a course work for community field work needs to be arrived at for the B.Ed. trainees.

- Guidelines for COP activity need to be given to all the B.Ed. colleges.

- The M.Ed. Course must also focus on Community Based Education, its relevance and provide insights into the organization of community based activities. Mechanisms to educate pre-service B.Ed. students need to be taught at this level.

- Community based activities need to be wove into the curriculum- in the form of theory as well as assignments.
5.4 Suggestions

• COP must be made compulsory in all B.Ed. colleges.
• Marks can be allotted to this component – practical activity of the B.Ed. programme.
• COP activity needs to be flexible in nature in terms of time. For example STs may work on a weekend with the community. They need not send time every day.
• Tailor made community based tasks could be given to student teachers as per the need.
• Teacher educators need to follow a common basic rule book- guideline for the organisation of COP activity.
• Qualitative as well as quantitative evaluation of COP vis-à-vis change in the attitude of STs, their feelings towards community, their initiatives, etc needs to be done.
• STs could be asked to maintain a community service journal and this be made a compulsory submission.

5.5 Scope for future studies

• Researchers may refer to the prepared module and try out similar module for pilot study as well as experimental study. True experiment study can be relied on by the researcher. A control group and an experimental group may be selected for the study.
• A qualitative study can be conducted in this area with an objective to prepare a course work for Community Work as a part of the B.Ed. course. An experimental study could be conducted to find the effectiveness of the course.
• A survey of COP activities across a State could be conducted and variations in the respective activity could be reported.
• A study on effectiveness of service learning approach in Teacher Education can be conducted.
• An attitude scale to measure the attitude of STs towards community work could be developed.
A study on the philosophy of community outreach can be conducted keeping in mind the history of Teacher Education.

5.6 Summary

Teaching is considered to be a noble profession that is simultaneously social yet individualistic in nature. The past of the profession reveals that teachers play a vital role in the society and contribute to social reconstruction by interacting with the young minds in class and the society members at large. Keeping in view the social responsibilities of a teacher and the social nature of the profession; NCTE has recommended a compulsory field work-practical activity called ‘Community Work’. The major objectives of this practical work are to make the teachers work with the diverse groups of the society and enable the pre-service teachers to understand their social responsibilities and sensitise them towards the diverse needs of the society (Bhatia, 1984 and Porter & Poulsen, 1989). Accordingly, teacher education colleges conduct a range of field based – community based programmes during the teacher preparation courses.

The present research focuses on the community based field work of the B.Ed. programme.

The title of the study is ‘Development of a Module for Student Teachers to Shape their Attitude towards Community Work’.

In the present study, the investigator has prepared and evaluated a module to shape the attitude of student teachers towards community work. Thus, the study is an experimental study both qualitative and quantitative in nature.

The study is qualitative in nature in the sense that it relies on field based observations, field notes, anecdotal records of STs and feedback obtained from community and STs. The qualitative data is supported using quantitative data analysis technique. Response sheets prepared by the investigator were used to obtain scores and the same was analyzed using the t-test.

In the study the term student teachers (STs) refer to the students of a B.Ed. college. The term attitude refers to the feeling and views of student teachers towards community work and community.
The objectives of the study are as under.

- To study the existing status of community-based programmes in secondary teacher education colleges.
- To prepare a community based programme module for STs of secondary teacher education colleges.
- To study the effectiveness of the prepared community based programme module.
- To recommend measures to incorporate community based learning in the B.Ed. curriculum.

The researcher first studied the practical activities (other than practice teaching) being conducted in all the colleges of education affiliated to the Sardar Patel University. This was done because the researcher wanted to study the types of activities being conducted under the umbrella of community–filed work in the B.Ed. course. After studying the nature of these activities, the researcher prepared a module catering to the needs of the STs, community and teacher education colleges in general. The effectiveness of the module was tested.

The sample of the study comprised a college of education selected using the convenient sampling technique and the population included all the B.Ed. colleges affiliated to the Sardar Patel University.

Tools used to collect data were response sheets (a test recording the understanding of STs about the module), anecdotal records, focused group discussions (FGD), field notes and a questionnaire.

The major questions before the researcher were 'Is Community Work important for STs? and How can Community Work become a fruitful endeavor in the B.Ed. course?' Accordingly, a null hypothesis was formulated and tested quantitatively using t test. The qualitative data was analysed using content analysis technique.

The study was spread across a span of three years. A brief description of the stages is given below.

**Stage 1:** The researcher studied and reviewed related literature and strengthened her conceptual understanding of the research area.
Stage 2: The investigator studied the status of the existing community based programmes in secondary teacher education colleges affiliated to the Sardar Patel University in order to get insights into the practical work related to community.

Stage 3: This stage included the following activities.

- A college was selected using the convenient sampling technique.
- A community near the college was selected to administer the module.
- The module was prepared keeping the needs of STs and community members.

Stage 4: The Pilot Study was conducted over a span of six months. A pre-test was administered on the student teachers and three components of the module were implemented. This was followed by an FDG during which the responses of the STs were obtained.

Stage 5: Modification of the Module took place to accommodate the insights developed during the Pilot study. Validation of the module followed.

Stage 6: The Experiment was conducted.

Stage 7: Data thus collected were analysed and interpreted. The findings of the study are mentioned in section 5.1, page 131 of the present chapter.

To sum up, the study revealed that preparing a module to shape the attitude of STs towards community work was a fruitful activity. The module helped the STs develop sensitivity towards community members and also enabled them to plan need based materials to teach various subjects like English, Math, Science and Computer Education.

The STs developed their communication skills, classroom interaction skills and got opportunities to work with the deprived sections of the society. This, in turn, gave STs a sense of satisfaction and also contributed to raise their self esteem.

The study also surfaced a fact that their exist lack of uniformity and clarity about community work/ field based experiences among B.Ed. colleges.
Further, the study has made the researcher realise and experience that one year B.Ed. programme needs serious reforms in terms of planning and implementation vis-à-vis its practical activities.

The study developed the research skills of the researcher and also made her realise that social change is a slow process.

The researcher experienced a number of challenges during the study. Some of them were lack of time, overcoming the pre-conceived notions and mental blocks of STs about the B.Ed. course and community work.

The researcher learnt that shaping a favorable attitude towards community is a very slow process and measuring the changing attitude itself is difficult. During the course of the study the researcher strongly felt that studies in the areas of attitude formation, service learning and community concerns need to be more qualitative and descriptive in nature.

The researcher has developed an inclination towards community work and has began working with and being a part of NGOs and social service groups. This is a major change and learning value for the researcher herself. She has witnessed that community work not only develops life skills of STs but also makes them sensitive teachers.