Chapter 1

Conceptual Framework
CHAPTER 1

CONCEPTUAL FRAMEWORK

1.1 Teacher Education

Teacher education is an integral component of the educational system. It is intimately connected with society and is conditioned by the ethos, culture and character of a nation. Teacher education by its very nature is interdisciplinary. The major areas of inter-disciplinarity implicit in teacher education programmes include philosophy, psychology, sociology, economics, history and culture. (Mangla, S. 2000)

The general objectives of teacher education are

i. To promote capabilities for inculcating national values and goals as enshrined in the Constitution of India,

ii. To enable teachers to act as agents of modernisation and social change,

iii. To sensitisise teachers towards the promotion of social cohesion, international understanding and protection of human rights,

iv. To transform student teachers into competent and committed professionals willing to perform the identified tasks,

v. To acquaint them with educational needs of special groups of pupils,

vi. To develop competencies and skills needed for developing individuals into effective teachers,

vii. To sensitisise teachers and teacher educators for emerging issues, such as environment, ecology, population, gender equality, legal literacy, etc.

viii. To empower teachers to cultivate rational thinking and scientific temper among students,

ix. To develop in teachers critical awareness about the social realities,

x. To develop managerial and organisational skills in teachers,

xi. To develop communication skills and use the modern information technology.
1.2 Teacher Education at the Secondary Stage

The usual teacher education preparation at the Secondary Stage is of one year's duration. However, B.Ed. through correspondence or distance education mode is of two years' duration. In addition, there are four-year integrated courses for secondary stage.

In addition to the above objectives of teacher preparation programmes, the one year's duration teacher education at secondary level has the following objectives (Mangla, S. 2000).

i. To enable the prospective teachers to understand the nature, purpose and philosophy of secondary education,

ii. To develop among teachers an understanding of the psychology of the adolescent pupils,

iii. To develop skills to provide guidance and counseling to adolescence,

iv. To enable them to utilise community resources as educational inputs,

v. To acquaint them with research in education including action research.

In order to achieve the above stated objectives, the NCTE has suggested a Curriculum Framework that comprises theory papers, optional papers, practice teaching work and practical work. Field work with community based programmes is an implicit part of the practical work.

1.3 Community Work in the Teacher Education Programme

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 student teachers work with the diverse groups of the society and to 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.


1.4 Linking Teacher Education Programmes with Community Work:

The Need

One of the major objectives of the teacher education programme is to prepare teachers to be sensitive to the society’s needs. This implies that the pre-service teachers need to interact with the society and its diverse groups like school students, in-service teachers, parents, deprived communities, etc.

The basic premise here is that ‘Socially sensitive pre-service teachers can contribute to improve the quality of schooling and education. In this direction, Myers, C. (1995) suggests ‘Schools and colleges of education have a unique opportunity to be at the cutting edge of school-improvement efforts by preparing their students to effectively facilitate the service-learning process (refer to section 1.5, page 5). Teacher educators who incorporate service-learning as a central learning approach for preparing their students to become teachers and who help their students develop the skills needed to effectively implement this instructional strategy in the classroom will find that they have also prepared their students to be major players in the transformation of public education. The skills and perceptions needed to effectively implement the service-learning process are very similar to the skills teachers need to facilitate school change and improvement. A caveat to understanding the impact here, however, is that teachers are more likely to acquire and enhance the aforementioned skills as more service-learning is integrated into the process of learning how to be an effective teacher. Moreover, teachers guided by an ethic of care are not limited to student development as measured only by intellectual growth. These educators also recognise that the students need education in order to be successful, contributing members of society’.

3
However, most of us are aware of the shortcomings of the present teacher education programme. The National Policy on Education 1986 and Programme of Action 1992 suggested, “There is need for revamping the existing teacher education programmes.” Some of the reasons were “The present teacher education programme is theory-oriented. It is isolated from school, colleges, universities and community.” This is one of the major reasons that students feel alienated in schools.

Further the NCTE has also recognised ‘Isolation of teacher education as a problem within the education system. It states, “Teacher education institutions were considered 'islands of isolation' though attempts are made to develop linkages with schools, peer institutions, universities and community. However, much remains to be done in this direction.” The NCTE has recognised that “the breaking of isolation from the community is essential for enabling teachers and teacher educators to reconstruct pedagogical and educational principles and practices in the light of experiences gained from mutually beneficial community interactions. Teachers as professionals and intellectuals cannot remain indifferent to the events that take place in society. The academic and social issues are inter-related and inter-dependent. In contemporary context, the role of the teacher is no longer confined to teaching alone. Teachers are expected to play an active role in the developmental activities responding to progress of the community.” Therefore, the component ‘working with community’ which is one of the implicit practical works of pre-service teacher education programme needs attention.

Further the NPE (1986) states, “The status of teachers reflects the socio-cultural ethos of a society; it said that no people can rise above the level of its teachers. The government and community must create conditions that will help motivate and inspire teachers on constructive and creative lines. Teachers must have freedom to innovate, to develop appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community.” For this, teacher education must provide opportunities to the student teachers to work with the community members. Teachers learn this part of developing appropriate methods of communication and planning activities relevant to the needs and capabilities of and the concerns of the community through pre-service teacher education programme.
In the past, the Gurukul centered tradition was woven with the community. However, the situations changed during the British Raj that led to isolation of teacher education. The Kothari Commission has rightly pointed out the need for building bridges between teacher education and community by articulating “20% weightage in terms of time must be given to community based programmes in the Teacher Education Pre-service Programme”. Thus, teachers need to be sensitive towards the varied needs and nature of the community.

1.5 Community work vis-a-vis Service Learning

Community work as mentioned above is a very important aspect of the B.Ed. course. According to Gelmon, Sherrill B and et.al (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.”

Heffernan & Kerissa (2001) in the book Fundamentals for Service-Learning Course Construction differentiates service learning from volunteerism, community service, and other forms of experiential education by stating “Not surprisingly, definitions of service-learning vary; at least six key elements, taken together help differentiate service learning from three of the elements focus on the community side of the equation; the other three focus more on the campus side. On the community side, the student provides some meaningful service (work), that meets a need or goal that is defined by a community (or some of its members). On the campus side, the service provided by the student flows from and into course objectives, is integrated into the
In the present study the community work aspect / practical work is disseminated to the Student Teachers (STs) through the service-learning educational methodology. The focus of the study is shaping the attitude of STs towards community work via service learning.

To further support the stand, Siddiqui M.H.(2010) after analysing the conceptualisations and definitions of service learning finds three essential elements of service learning. First, there is a service provided in the community; second, students' academic learning is strengthened; and third students' commitment to civic participation, active democratic citizenship and/or social responsibility is advanced.

Siddiqui M.H.(2010) also explains that there is “a broad-based agreement that service learning is a form of the broader model of experiential education with the community service as the fulcrum. There is general agreement that what distinguishes service-learning from the other experiential education efforts such as internship, practical simulations and, the like, is its focus on community efforts, which makes a difference for individuals in the community and for students' commitment to general welfare of the society.”

One of the most recent researchers by Furco (2002) in the field of service learning states distinction among three types of service-learning, namely Community Service, Service Learning and service Learning.
<table>
<thead>
<tr>
<th>Primary Recipient AND Provider</th>
<th>Service-Based Internship (service Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Intended Beneficiary</td>
<td>Recipient AND Provider</td>
</tr>
<tr>
<td>Primary Focus</td>
<td>Service AND Learning</td>
</tr>
<tr>
<td>Intended Educational Purposes</td>
<td>Civic and Ethical Development</td>
</tr>
<tr>
<td>Integration with Curriculum</td>
<td>Peripheral</td>
</tr>
<tr>
<td>Nature of Service Activity</td>
<td>Based on a Social Cause</td>
</tr>
</tbody>
</table>

**Table 1**

Service learning- Service Learning - service Learning (Furco 2002)

<table>
<thead>
<tr>
<th>Community Service (Service Learning)</th>
<th>Service-Based Internship (service Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Recipient AND Provider</td>
<td>Recipient AND Provider</td>
</tr>
<tr>
<td>Primary Focus</td>
<td>Service AND Learning</td>
</tr>
<tr>
<td>Intended Educational Purposes</td>
<td>Civic and Ethical Development</td>
</tr>
<tr>
<td>Integration with Curriculum</td>
<td>Peripheral</td>
</tr>
<tr>
<td>Nature of Service Activity</td>
<td>Based on a Social Cause</td>
</tr>
</tbody>
</table>

Academic and Civic Development

Career and Academic Development

Co-curricular / Supplemental

Based on and Industry or Career
Furco states “As the table describes, each program type places a different amount of emphasis on service and/or learning and is defined by whether the primary intended beneficiary of the experience is service provider or service recipient. Having a strong emphasis on providing a ‘service,’ community service programs (Service learning) are primarily intended to benefit the recipient of the service activity. In contrast, Service Learning seeks to engage students in activities that both combine community service and academic learning. Because service-learning programs are typically rooted in formal courses (core academic, elective, vocational), the service activities are usually based on particular concepts that are being taught. In service based internship programs (service Learning), students tend to spend time at an agency to learn about a particular career industry while applying what their academic knowledge and professional skills to complete specific projects at the agency.”

The present study focuses on Service Learning in the B.Ed. course. The module developed confirms itself to all the above tabulated features of Service Learning.
1.6 Rationale of the Study

Educational sociology starts with the assumption that education is an activity which goes on in the society and society, in turn, determines the nature of education. Hence there needs to be a mutual cooperation between the school and the society for smooth fulfillment of responsibilities. If gaps exist between the two, the progress of the society is hampered. Thus, effective functioning of the school is important.

Schools being the centres of formal education should provide opportunities to nurture the innate capabilities of the children. Teachers as facilitators bring about the changes in the classroom. Any kind of effective change to take place in the school system, there needs to be a corresponding change in the teaching community. Effective functioning of the school depends on a sound management and effective teachers. Teachers come in direct contact with the students. A classroom is full of pluralities in terms of culture, socio-economic backgrounds, individual differences, etc. The students from various sections of the society are a part of it. A teacher needs to be aware of this. This aspect can be understood better in the light of the Hightown Model presented in the book 'The Process of Schooling: A Sociological Reader' by Martin Hammersley.

Figure 2 The Hightown Model
The above model represents the sociology of school, where the teacher is a central figure. Teachers are involved in the problems of conservation, experimentation and reconstruction of alternatives available in the society. Educational institutions in fact operationalise the desired social change. Since teachers play a major role in education of children, their own education becomes a matter of vital concern.

The objectives of teacher education programmes clearly indicate the social aims of education. Hence there need to be strong links between the teacher education programmes, school and society. However, there are a number of studies that indicate weaknesses of teacher education programmes in India. Studies conducted on teacher education indicate that there exist gaps between teacher education institutions and school, school and community, teacher education and community. The studies conducted by Bhatnagar (1980), Bhatia (1984) and Deo (1985) indicate that the practical work is the weakest link in teacher education programmes. In addition, L.C. Singh and M.P. Malhotra (in Fourth Survey of Research in Education) state, “It is necessary that researches identify problems and needs of teacher and teacher education programme in order to organize teacher education programme effectively.” They further state, “The provision for socially useful and productive work and community services in teacher education programme has been thought ideal for developing skills and values among student teachers. Nevertheless, such courses have simply become rituals for passing the examinations. The responsibility for this lies also with the researchers who had not planned their studies to find out training as well as evaluative procedures for such tasks. It is necessary that researchers should conduct studies in this direction and help planners chalk out programmes of community work so that they become an integral part of teacher education.”

Further, it is a known fact that the child does not grow in vacuum. The child is a part of the community as well as the school. His development takes place in both community and school. Thus it becomes mandatory for teacher education programmes to establish links with the community.

Also, H. Porter & Poulsen (1989) in their research findings indicate that doing community work can make teachers more sensitive towards their society, especially their locality. The research further cites that community work helps STs to (1) socialise; (2) adapt to the needs of learners with diverse and special needs; (3)
enhance pre-service teachers' ability to reflect critically on current educational practices and their own teaching; (4) 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) accelerate the process of learning; and (6) develop human service-oriented teachers who can work effectively in schools with integrated services or other social service settings.

Butcher J. and et.al. (2003) in a trend report and text analysis of study also reveal that, there is a need to shift notions of community engagement from the periphery to the core of teacher education programmes.


The researcher has identified this as a research gap. Accordingly to address this gap the investigator developed a module for student teachers to shape their attitude towards community work. The module is designed with an aim to prepare socially-sensitive teachers. The researcher strongly feels that community work is an important element of teacher education and every ST must interact with the community through Community Based Programmes at the college because of the reasons mentioned below.

Each community has its own culture. So we find great difference in the behavioral patterns of the children. This is reflected in classrooms. The practice teaching phase is not sufficient for giving valuable insights to the differences in the classroom. STs can be made to experience this through interaction with specific communities through community based programmes. (During the practice teaching phase the focus is more on teaching skills rather than dealing with differences in intellect, abilities, capacities and culture among students.)
Moreover, a community tries to plan its progress and development by providing purposeful and effective education to its members especially children i.e. the community tries to mould its social, economic and political needs or aspirations. This is a continuous and ongoing process. A teacher needs to be aware of it. Community based programmes in teacher education course help the student teachers enter into and interact with various sections of the society as participant observers. This is likely to help the student teachers (STs) develop insights into the educational inputs that the various communities require.

Community based programmes are likely to contribute to the wholistic development of the student teachers. Since they come in contact with parents of students, authorities and other community members, the interaction with the people from the community leads to the development of various life skills like communication skills, empathy, problem solving skills, thinking skills, decision making skills, etc. in a natural setting.

When student teachers interact with the community members they become aware of the life style, thoughts, customs, traditions, values of the specific community. They may also attempt to understand the existence and relation of that specific community with other communities that exist in the global society at large.

In India ‘unity in diversity’ is a unique feature. Our land is full of differences. Hence it becomes essential to expose the teachers-to-be to the pluralities and develop in them the abilities to handle the differences and yet keep the citizens united. Let us understand this aspect in the light of a common example. Riots in the name of religion are a common problem in our land. A teacher is expected to develop a feeling of respect for all cultures and religions among students. For this to happen, the teacher must feel the same first!

During the community outreach programme the ST comes in contact with people from various castes. This may contribute in eradicating false ideas and assumptions about people from the minds of STs. In turn, these feelings will be reflected in classrooms which could contribute to harmonious living conditions among future citizens.
The importance of the role of a teacher towards nation building is reflected in all the theoretical papers like Philosophical, Sociological, Psychological and Historical Foundations of Education. Participation in community based programmes makes a ST feel more confident and convinced about his/ her role in the society.

During community outreach programmes STs learn to teach through non-formal modes of education and informal modes of education. (This aspect is not taken care of during the practice teaching phase.) STs teach through stories, role plays, songs, etc. and implement need based activities in the community.

This makes them resourceful in the process since the student teachers produce the materials themselves based on the needs of the community.

Community based activities also help STs to develop problem solving and decision making abilities in a realistic setting. It provides valuable insights into various aspects like classroom management, guidance, and concepts like single teacher school, multi-graded teaching, etc.

By participating in community based programmes the ST is sensitised to the needs of the communities, nature of the community, their belief systems and traditions, their attitude towards education. Further, s/he becomes conscious of the role of education and teacher in bringing about a positive social change. All these collectively lead to development of competencies in the ST.

Moreover Jude,B., Peter,H. and et.al. in their article published in Asia-Pacific Journal of Teacher Education states, “The diversity of student backgrounds and the increasing number of school students from low socio-economic areas requires 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 marginalised people, however, such as that experienced during community service learning, can be confronting for students as it is usually outside their previous life experience”.

13
In addition, a trend report on service learning component in teacher education states 'Research regarding the influences of service-learning experiences on pre-service and beginning teachers is in the early stages. The few studies that have been conducted indicate that service-learning is associated with gains for pre-service teachers in the development of professional attitudes and values needed for successful teaching (Root, 1997). The pre-service teachers who had completed community service internships had a great degree of success in their student teaching experience, noting specifically ease in planning activities, communicating with parents, and using the interpersonal skills necessary to deal effectively with adolescents (Sullivan, 1991). Increase in pre-service teachers' positive attitudes about community participation, and gains in self-esteem and self-efficacy was observed by Wade, R.C. (1995).

Moreover, Root, S. C. and Batchelder, J. (1994) state 'pre-service teachers who completed a service-learning class made significant gains in the complexity of their thinking about a social problem of childhood'. Seigel, S. (1995) found that teacher education students who completed a community service experience as a part of a course on diversity increased their sensitivity to diversity issues and became more insightful about their own responses to diverse students. Wade, R. C. (1997) found that service-learning can be a means for empowering STs by providing them with authority and affirmation.

Hence, the above stated research studies have given the researcher confidence and support to conduct the study and have also provided a strong rationale for the investigation. It has made the researcher understand the importance of community work and service learning in the B.Ed. course.

Keeping these aspects in view the present research is an attempt to develop a module for STs to shape their attitude towards community work.
1.7 Overview of the Research Design and Procedure

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 STs 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 analysed using correlated 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 STs 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 /field 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 STs 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.
Stage 8: Detailed documentation of the data, followed by preparation of the report took place.

1.8 Chapterisation

The scheme of chapterisation is presented below:

Chapter 1: Conceptual Framework

Chapter 1 i.e. the present chapter presents the conceptual framework of the research. The chapter focuses on the important terms / aspects related to the research. In addition, a brief description of the research design and procedure is included in the chapter.

Chapter 2: Review of Related Literature

Review of related literature or empirical literature concentrates on the previous studies and empirical evidence. The researcher has made sincere attempts to study the previous researches and has drawn implications of the same to the present study. This is included in Chapter 2 of the report.

Chapter 3: Research Methodology

Chapter 3 includes a detailed description of the research design and research procedure of the study. The researcher has made attempts to represent research design, research procedure and its relevance in this chapter.

Chapter 4: Data Analysis and Interpretation

This chapter includes the data analysis and data interpretation of both the qualitative and quantitative data. The qualitative data are analysed using content analysis and quantitative data are analysed using t test.

Chapter 5: Findings, Discussion, Suggestions and Summary

The findings, discussion, suggestions and summary of the research are mentioned in chapter 5. The implications of the present study to the teacher education programmes
and some issues concerning community work and service learning are mentioned in
the chapter.

This is followed by the bibliography, list of abbreviations and appendices.