A LITERATURE REVIEW ON TEACHER EDUCATION AND COMMUNITY DEVELOPMENT WITH SPECIAL REFERENCE TO INDIA

V. S. Sumi, Ph. D.

Asstt Professor, Department of Education & Training, Maulana Azad National Urdu University, Hyderabad

Abstract

The present paper attempts to evaluate some research studies carried out in India in the field of teacher education and community development. Relevant researches concerning teacher education and community development was identified by searching the reliable databases. The studies were collected, categorized and analysed. The review highlights the importance of educating the individuals for community development, successful strategies adopted by teachers for community development, various programmes by educationists, Government and organizations for community development, community participation in education, and why community development is important, with all supported research evidences. The evidences from the literature review confirms that community participation is not a panacea for all the barriers in the development but active involvement of the community has facilitated in identifying community specific issues and formulating effective strategies.

Keywords: Teacher Education, Community Development, Curriculum, Pedagogy, Self-Learning

Introduction

As an integral part of educational system, teacher education in India has to be responsive to socio-cultural ethos and national development. It does not consist of institution-based activities only. Its scope has broadened and its objectives have become more focused during the last thirty years. Therefore, it is expected to engage itself in all endeavours of social and national reconstruction and regeneration, address itself to the social and educational problems, fulfil the expectations of the people, accelerate the process of nation building and assist in the realization of constitutional goals.

The Indian Constitution provides a long-term perspective on our educational system including that of teacher education. The founding fathers of Indian Constitution solemnly resolved 'to constitute India into a sovereign, socialist, secular and democratic republic. To ensure justice-social, economic and political, freedom of expression, faith, belief and worship, equality of status and opportunity, to promote among them all fraternity assuring the dignity of the individual and the integrity of the nation this democratic republic nature is

inevitable. To make positive contribution to the realization of the constitutional goals, pre-service and in-service education of teachers needs to give up its neutral stance and commit itself to attaining these goals.

Linking Teacher Education and Community

The teachers need to guard against the dangers of fundamentalism, which threatens Indian society at present. The teacher has to convince students and community that if secular forces are weak, India cannot remain strong. Teacher education can convince prospective teachers and with their help the community that socialism is desirable for them, for the posterity and wellbeing of the nation. Teacher education institutions need to forge stronger links with the system of education and also with the community they serve. In very specific terms these linkages may take the form of (a) linkages between Teacher Education Institutions (TEI) & other university departments (b) linkages between sister TEIs, (c) linkages with school education system & school clusters and (d) linkages with community and its resources. Community linked teacher education, research and extension programmes need to be undertaken. Teacher education institutions and teachers may invite the experts from community, if available, and educators may be encouraged to participate in the activities of the community and vice-versa. In India, need-based selective approach has to be adopted by teacher education. Blind adaptation of alien experiments may prove counter-productive and wastage of precious resources. The guiding principle in this respect has to be the concept of 'working with community' and in this age of international competition, teacher education should not lag behind.

The Process of Literature Review

The following are the steps followed in order to carry out the literature review

1. Search Strategy

1. Step one was to delineate/determine the search terms

The author utilized electronic searches to gather relevant articles concerning teacher education and community development. These databases include Eric, Google Scholar, Edocfind, Educate and IARTEM. In order to ensure that relevant studies were not missed the search terms remained broad. The search terms used were teacher education, community development, research studies in India in anywhere in the title or abstract. About 23 Articles were helpful from these searches.

2. The second step was the literature search

At this point studies were excluded where the key terms are insufficiently described, studies did not contribute important information to this review. The literature review was limited to works published in the English language. Articles selected are dated from 2000 to 2013. The author had to look this far in order to gain better understanding of the background of the studies. By searching for materials over a period of ten years, it was presumed (correctly) that a greater number of relevant articles would be located.

11. Selection Criteria

3. Three involved an analysis of the materials found through the search

The next step was a detailed examination of the papers collected. Of the 23 articles found four was qualitative, twelve were quantitative, three were book reviews and four was literature reviews.

4. Drawing conclusion

Detailed examination of the papers collected was done. After examining the papers conclusions were drawn. A complete list of the research papers collected and the relevant findings were included in the following table 1.

TABLE 1

Sl.No.	Author	Year	Title	Focus area
1	Kothari, Brij; Vijaya, P. G.; Chand, Sherry; Sharma, Rajeev; Kalro, Amar H.; Gupta Parvinder	2000	Savouring Rajasthan's "Shiksha Karmi" in a Remote Village: The Prospect of Dismantling the Student-Teacher Divide.	(1) Takeover and reform of troubled schools; (2) creation of new schools; (3) investment in training village teachers; (4) school-communitylinkages built on volunteerism; (5) gender equity; and (6) combination of formal and nonformal institutions.
2	Gokale, Neelima	2005	Educating a Community to Educate their Young	Focuses on how the dedicated staff, in spite of limited resources and lack of formal training, has created a nurturing learning environment for young learners. Their goal to become self-reliant in educating children has been accomplished through collaboration with the community.
3	Pailwar, Veena K.;	2005	Janshala in Jharkhand: An	This paper analyses the crucial aspects of community participation

	Mahajan, Vandana		Experiment with Community Involvement in Education	in education and supports its importance by reviewing the basic framework and outcome of Janshala--a Government of India-UN program in Jharkand, India
4	Wankhede, G.G.; Sengupta, A.	2005	Village Education Committees in West Bengal, India: Planned Vision and beyond	Deals with decentralization of educational administration in West Bengal, India
5	Panda, Santosh	2005	Higher Education at a Distance and National Development: Reflections on the Indian Experience	Records those developments in one of the largest distance education systems in the world with regard to its contribution to national development.
6	Joshi, Arti	2005	Understanding Asian Indian Families Facilitating Meaningful Home-School Relations	Aims to provide some insight into how teachers can facilitate effective partnerships with Asian Indian families and Asian Indian community.
7	Ryan, Sherry D.; Magro, Michael J.; Sharp, Jason H.	2005	Exploring Educational and Cultural Adaptation through Social Networking Sites	This paper uses a qualitative methodology, auto ethnography, to investigate how social networking sites, specifically Facebook[TM], can help first semester doctoral students adapt to a Ph.D. program and a new national culture.
8	Pandey, Saroj	2006	Para-Teacher Scheme and Quality Education for All in India: Policy Perspectives and Challenges for School Effectiveness	Who are these para-teachers, what is the rationale behind their appointment and how widespread is the practice
9	Srivastava, Komal; Patel, Ila	2006	Community Mobilisation, Gender Equality and Resource Mobilisation in Adult Education	Attempts to understand the efforts of Bharat Gyan Vigyan Samiti (BGVS), a voluntary organisation supported by the People's Science Movement, for women's empowerment through its innovative

				approach to large-scalecommunity mobilisation and organisation at the grassroots.
10	Jambunathan, Saigeetha; Caulfield, Mathew	2008	Developmentally Appropriate Practices in Asian Indian Early Childhood Classrooms	To explore the use of developmentally appropriate practices in Asian Indian early childhood classrooms.
11	Pandey, Priyanka; Goyal, Sangeeta; Sundararaman, Venkatesh	2009	Community Participation in Public Schools: Impact of Information Campaigns in Three Indian States	Evaluates the impact of a community-based information campaign on school performance from a cluster randomized control trial in 610 villages.
12	Jain, A. K.; Sharma, A. N.	2009	The Impact of Education on the Economy among the Baiga Tribe in Madhya Pradesh,India: A Brief Note	To find out how education plays a role in determining the economic condition.
13	Rajan, Sonika	2009	Human Resource Building--An Approach to Service Learning	Explains the whole concept and methodology of human resource building as an approach to service learning.
14	Ngee, Lee Mah	2011	Youth-Led Initiative in Community Service-Learning Projects and Their Learning Experience	Study examined the reasons for their participation in the YEP (youth expedition projects) and the impact of their service-learning experiences on their civic attitudes and competence skills.
15	Bajaj, Monisha	2012	From "Time Pass" to Transformative Force: School-Based Human Rights Education in Tamil Nadu, India	to highlight one non-governmental organization's approach to human rights education and how household-, school-, and community-level factors mediated student impact
16	Shippen, Margaret E.; Patterson,	2012	Community and School Practices to Reduce	Provides an overview of community and school approaches aimed at intervening on

	DaShaunda; Green, Kemeche L.; Smitherman, Tracy		Delinquent Behavior: Intervening on the School-to-Prison Pipeline	the school-to-prison pipeline.
17	Bush, Vanessa	2012	Community PTAs Believe: It Takes a Village to Improve Education	Explains One of the innovative approaches to community involvement in education is the community PTA.
18	Jordan, Catherine; Doherty, William J.; Jones-Webb, Rhonda; Cook, Nancy; Dubrow, Gail; Mendenhall, Tai J.	2012	Competency-Based Faculty Development in Community-Engaged Scholarship: A Diffusion of Innovation Approach	To evaluate the effectiveness of a one-year, cohort-based faculty development pilot program, grounded in diffusion of innovations theory, and aimed at increasing competencies in community engagement and community-engaged scholarship
19	Auerbach, Susan, Ed.	2012	School Leadership for Authentic Family and Community Partnerships: Research Perspectives for Transforming Practice	Will be a unique resource for new and aspiring administrators and for researchers in both the fields of leadership and school-family-community partnerships.
20	Baker, Pamela Hudson; Murray, Mary M.	2012	Building Community Partnerships: Learning to Serve while Learning to Teach	Describes two special education teacher preparation approaches that successfully linked candidate learning outcomes together with service to the community
21	Plein, Christopher	2012	Place, Purpose, and Role in Rural Community Development Outreach: Lessons from the West Virginia Community Design Team	Essay examines how the social construction of community may influence faculty perceptions, roles, and actions in rural community development outreach. Special attention is given to the social construction of rural communities and how disciplinary perspective and popular culture influence these perceptions of community. The essay considers how social constructions are manifested in

				community development outreach by reflecting on the relevant literature, and the author's own experiences with a long-term university-sponsored outreach program. The essay also considers how these issues related to social construction can be addressed through principle and practice as illustrated through the experiences of the West VirginiaCommunity Design Team.
22	Grauer, Kit; Castro, Juan Carlos; Lin, Ching-Chiu	2012	Encounters with Difference: Community-Based New Media Programs and Practices	Presents pedagogical and curricular insights that are relevant to both out-of- and in-school art programs.
23	Cartwright, Tina Johnson	2012	Science Talk: Preservice Teachers Facilitating Science Learning in Diverse Afterschool Environments	Purpose of this study was to assess the impact a community-based service learning program might have on preservice teachers' science instruction during student teaching. Designed to promote science inquiry, preservice teachers learned how to offer students more opportunities to develop their own ways of thinking through utilization of an afterschool science program that provided them extended opportunities to practice their science teaching skills.

Findings based on collected Literature

The studies showed that the involvement of community in educational practices were important since it enhance the quality of education. The teacher educators when they bring strategies into their curriculum in order to implement those practices they are performing their duty to develop the nation through community development. It is important to make service-learning an explicit training and educational goal in order for educators to facilitate the building of capacities in youths, so that they can appreciate the value that service-learning can bring in character development and shape early commitment to civic involvement (Ngee, 2011). It is revealed that education has a direct impact on economic condition, because education changes the attitude and direction of thoughts of an individual (Jain, 2009). So

studies indicate that the active involvement of the community has facilitated in identifying community specific education issues and formulating effective strategies to address those barriers by mobilising resources within the community (Pailwar, 2005). Panda (2005) argues that higher education at a distance has significantly contributed to Indian national development on various counts, including innovative programmes for niche markets as well as community development; nationwide training programmes for the workforce and community and the empowerment of women; information and communications technology (ICT) networking and sharing of resources. The importance of creating a caring community of learners, teaching to enhance development and learning, constructing appropriate curriculum, assessing children's learning and development, and reciprocal relationships with parents and families is explained in the study conducted by Jambunathan (2008). Shippen (2012) provide links to professional development for community and school stakeholders. Cartwright (2012) assessed the impact a community-based service learning program might have on preservice teachers' science instruction during student teaching. The results showed that there is much improvement in that they develop their own ways of thinking through utilization of that methods used in that programme.

Conclusion

Almost all the studies proved the importance of education for community development and the involvement of community in education. In both of these ways the benefit is to the community as a whole. One of the important events of the plan decade was the Report of the Secondary Education Commission. It analyzed the problems of teachers and the training programme in great depth. It emphasized that the most important factor in educational reconstruction is the teacher, their personal qualities, their educational qualifications, their professional training and the place they occupies in the school as well as in the community. The NCTE drafted a curriculum for preparing' teachers for the new 10+2 pattern. The new curriculum was a task-oriented. The framework envisaged that the teacher should play the role of the leader' inside and outside the classroom, initiate action for the transformation of society as an agent of social change and thereby help achieve the goal of national development. The framework defined the objectives of teacher education in very clear terms, developed the relationship with the community, emphasized and worked out the Socially Useful Productive Work (SUPW), and defined the role and functions of the teacher in the emerging Indian Society. In all these commissions and policies the focus area is the

teacher education and community. So keeping in mind that education and community is interlocked in all means, let's take initiative foe the bright future of the nation.

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