

CHAPTER 14

EDUCATION

Doctoral Theses

148. DHANKAR (Neerja)
Study of Value Inculcation Among School Children.
Supervisors : Prof. R. D. Mehta and Sh. C. K. Saluja
Th 16308

Abstract

Studies value inculcation among school children. In this context it was to study values in school children with respect to school types, School environment and home environment. Concludes that environment of the school i.e. activities organised consciously or unconsciously lead to orientation of children towards particular values and development of moral maturity of the children studying in that school. Whole school environment needs to be positive and consciously made conducive for children's orientation to desirable and to develop them into morally mature persons. Teachers need to be willing and interested to do this noble duty.

Contents

1. Need and background of the study. 2. Theoretical orientation of the problem. 3. Review of the related literature. 4. Method, procedures and design of the study. 5. Data analysis, interpretation and results. 6. Discussion on results, major findings, educational implications & suggestion. Bibliography.

149. GOSAIN (Yukti)
Developing Co-Cognitive Traits as Components of Giftedness in School Students for Promoting Social Capital.
Supervisor : Prof. Krishna Maitra
Th 16304

Abstract

Explores and analyse the autobiographies/biographies of select eminent leaders and related literature for identification of

co-cognitive traits. The traits identified were organised into three levels: core, basic and associated co-cognitive traits. Proposes model for development of co-cognitive traits that comprised of three stages. In the first stage the background and structure of the model was prepared. The model was organised into an inverted tri level pyramid, which symbolizes three levels of experiences and that the first level of experiences includes whole school, gradually narrowing down to a class and finally to few students. The second stage included development of a module of activities, taking specific concepts from the existing science curriculum, called trait enrichment module. The model that depends on the students participation and is expected to evolve with students' inputs cannot be confirmed in isolation and thus field try out of the model comprised the third stage.

Contents

1. The journey. 2. Towards creating social capital : a journey commenced. 3. Looking through the journeys of others. 4. Scaffolding : Building blocks of the journey ahead. 5. Towards realization of the journey : The milestones accomplished. 6. The journey beyond. Bibliography.
150. JAIN (Abha)
Biofeedback Training of Sportspersons : Personality Variables, Mental Ability and Performance.
 Supervisors : Prof. U. S. Sharma and Dr. Dhananjoy Shaw
Th 16309

Abstract

Describes the usefulness of progressive relaxation training with electro-carsigraph biofeedback for HRV measurements to access mental trainability, termed as biofeedback training and test the above assumption on the sports [ersons with extreme personality dimentions in conjunction with mental ability. Investigates the adaptation (chronic) and sessional (acuta) effects of biofeedback training (PRT+ECG-BF) on sports person eith the above mentioned combination of selected extreme (skewed) personality variables that would benefit in the multifaceted and integral aspect of training of sports persons. A shift in the focus of the training that is, from physical to psychosomatic training of human being has been prevalent since last several years to achieve excellence.

Contents

1. Introduction. 2. Review of literature. 3. Procedure. 4. Analysis of data and its presentation. 5. Summary, conclusions and recommendations. Bibliography.

151. JAIN (Manish)
Civics Curriculum and the Idea of Citizen Since late Nineteenth Century.
 Supervisors : Prof. Krishna Kumar and Dr. Aditya Nigam
Th 16305

Abstract

It is a comparative-historical study of the civics curriculum in two British colonies, namely India and Canada, since late nineteenth century when it was first introduced in the school curriculum. Analyzes the concept of citizen in colonial condition and understand how the epistemology of the subject called civics was shaped by the historical conditions and processes of colonialism in India and Canada. Citizenship both as a theoretical concept and lived experience is a contested terrain. Attempts to look at these contesting meaning and experiences of citizenship largely in the context of colonialism through the window of civics curriculum. It looks at the civics curriculum as a source of social history to analyze how its declared goal of producing ideal citizens and its discourse of ideal citizen excludes or includes certain social groups from citizenship.

Contents

1. Introduction. 2. Reading colonialism : Methodology of the study. 3. Colonial knowledge, colonial citizen : Civics in colonial India. 4. Colonial knowledge, colonial citizen : 'Citizen', 'Ward', and the state in Bourinot's civics. 5. Nationalist imaginations in the colonial world : Civics and citizen in India since first world war. 6. Modernizing the nation and the citizen : Civics and citizen in Canada since first world war. 7. The subject and the citizen in independent India and Canada. Bibliography.

152. LAKHYANI (Susmita)
Promoting Creativity Through Art Education.
 Supervisors : Prof. P. N. Mago (Late) and Sh. Chand Kiran
Th 16307

Traces the historical development of art education and place of art education in the Indian education system since independence. Looks into the objectives of education, with special reference to art. Identifies the components of creativity with reference to art. Develops the means to enhance creativity through art education. Studies the factors affecting creativity with reference to art.

Contents

1. Introduction. 2. Design of the study. 3. Review of the related literature. 4. Theoretical perspective. 5. Analysis, conclusions and suggestions. Bibliography and Appendices.

153. सिंह (राजेश प्रसाद)
संस्कृत की भाषिक विशिष्टताओं एवं प्रयोजनों के संदर्भ में संस्कृतशिक्षण-विधियों के प्रतिमानों का अध्ययन : वर्तमान शिक्षा-व्यवस्था के प्ररिप्रक्ष्य में ।
 निर्देशक : चाँद किरण
Th 16559

सारांश

भाषा-शिक्षण की पद्धतियों के ऐतिहासिक विकास का अध्ययन किया है । संस्कृत-शिक्षण के विभिन्न उद्देश्यों का विश्लेषण किया है । संस्कृत-शिक्षण में प्रयुक्त होने वाली भाषा-शिक्षण की वर्तमान पद्धतियों का उद्देश्यपरक ऐतिहासिक विश्लेषण विस्तारपूर्वक किया है । संस्कृत-भाषा की संरचनागत विशिष्टताओं का विश्लेषण भी किया है । संस्कृत की भाषिक-संरचनागत विशिष्टताओं एवं प्रयोजनों के संदर्भ में प्रयुक्त की जाने वाली पद्धतियों का भी विश्लेषण किया है ।

विषय सूची

1. भूमिका 2. संबद्ध साहित्य का सर्वेक्षण 3. भाषा-शिक्षण : स्वरूप एवं विधियां 4. संस्कृत-शिक्षण : उद्देश्यसिद्धि 5. संस्कृत-भाषा : प्रकृति एवं संरचना 6. परिचर्चा एवं निष्कर्ष । संदर्भ ग्रंथ सूची एवं परिशिष्ट ।

154. ZOHREH KHOSHNEESHIN LANGRODE
Strategic Approach to Online Learning in Iran Virtual Universities.
 Supervisor : Prof. Rama Mathew
Th 16306

Abstract

Investigates the roles of the components which contribute to the efficiency of instructional strategy in the e-learning context, especially in a virtual university. Addresses the issues of teaching-learning process and the strategies students adopt for learning collaboratively or individually in a virtual environment. Discusses the details of the context of the study that is distance education in Iran especially with a focus on how it has evolved in the last few years. Distance education as a mode of education in university with reference to India and Iran is discussed. Gives a description of the system in Iran that gives a historical perspective in the last few years; the various types of education technology that are currently used in imparting distance education are also explained.

Contents

1. The context of the study. 2. Theoreticval background to the study. 3. Methodology. 4. Data analysis and discussion of results. 5. Discussions of findings and recommendations. Bibliography.

M.Phil Dissertations

155. AKHA KAIHRII MAO
Morung / Dormitory, the Traditional Educational System of the Nagas : An Exploratory Study among the Mao-Nagas.
 Supervisor : Prof. Shyam B. Menon
156. CHANCHAL (Chhaya)
Educational Exclusion of Dalits : A Study of the Musahars Community in Bihar.
 Supervisor : Prof. Gaysu R. Arvind
157. DANSANA (Ashok)
Development Trajectory of Higher Education : A Regional Perspective (Western Orissa).
 Supervisors : Prof. Shyam B. Menon and Ms. Kanchan