CHAPTER 15

EDUCATION

Doctoral Theses

191. BEHAREE (Damayantee)
Study of Educational Practices in Relation to Quality Education in Schools of Mauritius.
Supervisors : Prof. U. S. Sharma and Dr. Nirupana Jaimini
Th 16646

Abstract

Develops an understanding of the prevailing educational practices and identifies the tenets of quality education embedded in the various educational practices in schools. Studies the relationship of the nature of the eudcational practices in schools of Mauritius with the indentified tenets of quality education in the macro context of educational practices and quality education. Evolves a framework of parameters int he selected educational practices which could lead to quality education in the Mauritian context. It is imperative that curriculum developers of Mauritius start thinking of laying more stress on learning as a lifelong pursuit instead of the quantity of knowledge to be acquired. Children of Mauritius must be armed with knowledge that empowers them to think, to innovate and to be creative in face of change.

Contents

1. Introduction. 2. Conceptual framework and literature review. 3. Methodology. 4. Data analysis and interpretation. 5. Findings, recommendations and conclusions. Bibliography.

192. NGUYEN THI HOA
Study of the Processes of Knowledge Construction in Vietnamese Children : A Sociocultural Perspective in Cognition.
Supervisors : Prof. Bharati Baveja and Prof. Alka Behari
Th 16647

Abstract

Gives sociocultural perspective of understanding cognition. It focuses on school children in Vietnam with the aim of developing an understanding of the processes of knowledge construction in children and the sociocultural factors that influence these processes. In the current study, in order to understand the processes of knowledge construction among children, it was proposed to examine the learning processes through interactions and engagements in various social activities with other peers and teachers, within the sociocultural environments of the class-room and the school. Since learning does not occur in a vacuum, it was considered important to study the constituents of the learning process which includes teachers, physical environment, social environment and cultural context of the classroom and school. Proposes to examine teachers' concepts and beliefs about learners, learning, teaching and teachers themselves. As it is assumed that teachers' system of beliefs affects their thinking, judgement and action in teaching process and it impact children's learning.

Contents

1. Prologue, conceptual framework and significance of the study. 2. Review of related research : Identification of theoretical and methodological issues. 3. Methodological consideration and context of the study. 4. Presentation of episodes : What the school observations and dialogues with participants reveal. 5. Proceses of knowledge construction in the sociocultural context of school : Main findings and theoretical linkages. 6. Summary, main findings, educational implocations and suggestions for further research. Bibliography.

193. त्रिपाठी (ज्ञानदेव मणि)

सामाजिक इतिहास के परिप्रेक्ष्य में शिक्षायी हिन्दी के स्वरूप का विश्लेषणात्मक अध्ययन ।

निर्देशक : प्रो. कृष्ण कुमार

Th 16847

सारांश

बीसवीं सदी में शिक्षायी हिन्दी के स्वरूप का वर्णन किया है । चयनियत काल में हिन्दी शिक्षण के उद्देश्य एवं विधियों का विश्लेषण किया है । हिन्दी शिक्षण से सम्बद्ध तथ्यों

का हिन्दी क्षेत्र के सामाजिक इतिहास के संदर्भ में विवेचन किया गया है । उन गतिविधियों का अवलोकन करना जिनके द्वारा शिक्षायी हिन्दी का स्वरूप निर्धारित किया गया है । शिक्षायी हिन्दी के वर्तमान स्वरूप के संदर्भ में चयनित काल की भूमिका का विवेचन किया है ।

विषय सूची

1. भूमिका 2. संबंध साहित्य का सर्वेक्षण 3. हिन्दी शिक्षण का विकास : प्रभावकारी कारक 4. शिक्षायी हिन्दी : हिन्दी शिक्षक-प्रशिक्षण 5. शिक्षायी हिन्दी : हिन्दी की पाठ्यपुस्तकें 5. निष्कर्ष । परिशिष्ट एंव संदर्भ सूची ।

194.   VASUDEV (Kavita)
Peer Pressure and Its Effects on Identity Development and Adjustment Patterns of Adolescents.
Supervisor : Prof. Namita Ranganathan
Th 16648

Abstract

Describes the nature and pattern of peer interaction during early and middle adolescence. Identifies the various manifestations and forms of peer pressure in schools. Describes adolescents' own perceptions and experiences of peer pressure and ways of coping with it. Studies the influence of peer pressure on the identity development and adjustment patterns of adolescents. Presents a comprehensive understanding of the institution of peer pressure as it unfolds during adolescence.

Contents

1. Backgroud, conceptual framework and significance of the study. 2. Objectives, research design and other methodological considerations. 3. Peer groups and peer pressure in school : What school observations and the views of adolescents and experts reveal (Phase I Data Analysis). 4. Dynamics of peer pressure and effects on identity and adjustment of adolescents : perspectives of victims and perpetrators (Phase II data analyasis). 5. Peer pressure and its influence on identity development and adjustment patterns of adolescents : Main findings and theoretical linkages. Bibliography and Appendices.

M.Phil Dissertations

195. AMITA
Understanding Teachers' Beliefs and their Influence on Teaching- Learning Processes.
Supervisor : Prof. Anita Rampal

196. DEEPTI
Children's Conceptions in Science Within a Sociological Framework.
Supervisor : Prof. Poonam Batra

197. KESHAVAN (Pooja)
Study of Mathematics Classroom : How the Teacher Creates A Culture of Inquiry.
Supervisor : Prof. Bharati Baveja

198. MAHESH KUMAR
Gandhi's Philosophy of Work and Education As Reflected in India Educational Policy Documents.
Supervisor : Dr. D. Parimala

199. MARAK (Preityna M.)
Understanding the Experiences of Garo Women in the Matrilineal Society : Role of Education.
Supervisor : Dr. D. Parimala

200. SAH (Swarnlata)
Reading Hindi Literature in Elementary School Context.
Supervisor : Dr. Shobha Sinha

201. THAPLIYAL (Manasi)
Idea of Scientific Temper and Science Education : An Exploratory Study of People's Science Discourse India.
Supervisor : Prof. Sadhna Saxena