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 educational practices in schools of Mauritius with the identified tenets of quality education in the macro context of educational practices and quality education. Evolves a framework of parameters in the 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*


192. NGUYEN THI HOA


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 classroom 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. Processes of knowledge construction in the sociocultural context of school: Main findings and theoretical linkages.
6. Summary, main findings, educational implications and suggestions for further research.

Bibliography.

193. दीर्घांक (जानवेद मणिक)
सामाजिक शिक्षण के परिप्रेक्ष्य में शिक्षायी हिंदी के स्वरूप का विश्लेषणात्मक अध्ययन।

निर्देशक: प्रो. कृष्ण कुमार
Th 16847

सारांश

दीर्घांक (जानवेद मणिक) के अनुसार सामाजिक शिक्षण के परिप्रेक्ष्य में शिक्षायी हिंदी के स्वरूप का विश्लेषण आया है। वर्तमान काल में हिंदी शिक्षण के उद्देश्य एवं विचारों का विश्लेषण किया है। हिंदी शिक्षण से समबंधित तथ्यों
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

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