

CHAPTER 15

EDUCATION

Doctoral Theses

01. AGGARWAL (Garima)
Classroom Culture and Construction of Self.
Supervisor : Prof. Poonam Batra
Th 23940

*Abstract
(Verified)*

The present research aims to understand classroom culture and discourse, and the social ethos they generate; and how these influence students' construction of self. This is examined within the framework of Bakhtin's theory of communication. The sample of the present research consists of observations of grade 8 classes during the teaching of *Social-Political Life*, taught across three different schools. Classroom observations, audio recordings and field notes were taken over one academic year for the selected classes, followed by FGDs with students and individual in-depth interviews with the concerned teachers. The data gathered was transcribed and analyzed using the method of content analysis. Research findings indicate that 'pedagogic communication' within the three classrooms reflects several common and distinct patterns of classroom culture and discourse that affect construction of self of students. The government school and the private school classrooms reflect a clear inclination towards the construction of monologue, where the teacher's voice dominates. The classrooms depict an 'authoritative discourse' that inhibits student expression and development of independent thought. Conversations in the progressive school classroom generate meaningful dialogue, expression of 'multiple voices' (voices of students, the teacher, and the text-book), indicating the presence of an 'internally persuasive' classroom culture. The students are seen engaging with social realities and developing an informed understanding of social issues, reflecting the construction of 'authorship'. Social identities and a sense of self that students bring to school are further mediated by the classroom discourse. In a monological classroom, teacher-student interaction is seen embodying social prejudices that often lead to overt discrimination on the basis of ascribed identities such as religion and caste; creating possibilities of internalising feelings of inadequacies associated with their social and economic background. Students in the progressive school classroom are seen encouraged to think critically and exploring alternative perspectives.

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1. Introduction 2. Review of literature 3. Methodology 4. Classroom culture: Monologue, design and voice 5. Construction of self: Author and ventriloquation 5. Conclusion, references and appendices.

02. ARORA (Manvi)
On the Other Side of the Norm (AI) : A Study of Heteronormativity in Classrooms.
Supervisors : Dr. Sadhna Saxena and Prof. Nivedita Menon
Th 23936

Abstract
(Not Verified)

Human existence has multiple variations, which are often layered and placed in hierarchies through intergroup relations. Heteronormativity, the discursive practice of compulsory heterosexuality, which assumes that all members of the society are heterosexual and cisgender (male is assumed/must be masculine and attracted to a female and vice-versa), forms the fundamental phenomenon under enquiry in this study. The study looks at the extent, to which the socially situated self of non-normative participants challenge sexualisation and subsequent consequences of it. Further, the conception of gender in educational discourse is primarily monolithic in nature. Educational policies, intellectual enquiry, resources and discussion around the lines of gender are restricted to the perspective of girls and women only. Attempts to understand the relationship between non normative gender, sexuality and education are few. Role played by education as an institution with other socio-cultural factors in lending primacy to this particular ordering of sexuality and gender, over range of other possibilities, was deconstructed through this research project. Mixed methods research design was employed to successfully collect, analyse and combine both qualitative and quantitative data. Responses of 100 participants to the survey questionnaire were recorded and analysed, followed by in-depth interviews with 35 participants. Based on the findings, it can be successfully concluded that current system of education does not allow for any deviation from the legitimate ways. It contribute to rigid and deterministic reproduction of gender and sexuality norms by prescribing inflexible policies, through invariable notion on what is valid knowledge, what is worth learning and by reprimanding acts that are against the socially acceptable norms. It employs means like pedagogic tools, policies, knowledge transacted, educational environment, teachers and peers' attitude, institution's culture and ethos and various other educational practices that deliberately enable heterosexuality and cisgenderism in getting primacy over other spectrums of identities.

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03. CHAHIL (Manoj Kumar)
Understanding Choice in schooling : A Study.
Supervisors : Prof. Rama Mathew and Dr. P. Mohan Raju
Th 24309

Abstract
(Not Verified)

One of the most discussed issues in recent times in the area of school education has been the phenomenon of privatisation. This major shift is seen to have established the withdrawal of the state from its responsibilities towards education and also accelerated privatisation of the same. This policy shift has been accompanied by a discourse in education on the 'crisis' in the public school system as reflected in reports on 'low learning levels' of children in government schools and declining enrolment in government schools. Policy making in education has been influenced through advocacy work of think-tanks, researches, media reports critical of public school system etc. A narrative which has been used to link the crises of falling outcomes and enrolment is that of school choice which is rooted in the politics of free market economics. School choice says that parents should have the right to choose schools instead of being bound by the state's unsatisfactory

provisions. Literature on school choice is centred on the contested claims about improved access to better schools, rise in standards of schools and an increase in learning outcomes. The public good attribute of education has been used to question the school choice policy. The first part of the study looks at the discourse of school choice, including empirical researches and philosophical writings in the area. The other part is based on a field exercise conducted in Delhi. The discussion brings together the responses and discourse analysis in a synthetic manner. The discourse analysis and the respondents' views show that the market idea of choice is overrated and misplaced in the context of a public good such as education. This understanding is reinforced by observing the problematic manner in which a seemingly rational decision about school choice is actually made.

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04. हर्षवर्द्धन कुमार
झारखण्ड में कोयला मजदूरों के बच्चों के लिए शैक्षिक अवसरों का अध्ययन।
निर्देशक : प्रो. साधना सक्सेना
Th 23935

विषय सूची

1. विषय प्रवेश 2. साहित्य समीक्षा 3. शोध उद्देश्य, कार्य प्रणाली और रूपरेखा 4. आँकड़ों का प्रस्तुतीकरण 5. विश्लेषण 6. निहितार्थ एवं निष्कर्ष। संदर्भ ग्रंथ सूची। परिशिष्ट।

05. KALRA (Prachi)
Making Meaning with Stories : Children's Experiences with Critical Pedagogy in Primary School.
Supervisor : Prof. Anita Rampal
Th 23943

Abstract (Not Verified)

Stories are important for children and pedagogy, though, for other, important complex reasons which are either not understood, or don't find space in stretched school curricula, teacher training and pedagogy. Reading and listening to stories stimulates the imagination; and children who read more or have teachers who read aloud to them also write more. Stories enable us to make sense of the world around us; storytelling is the art of orally narrating a story from memory. Each storytelling is unique, dynamic and makes demands on the listener to be a co-creator of the story. The cognitive ability 'to story' or create ordered narratives out of chaotic, random events in our lives has fascinated language pedagogues and scientists who study how children learn. Recent cognitive studies have shown that stories encourage the development of empathy because the reader/listener is not only transported into the story, but is also permitted to draw back cognitively and emotionally to reflect on the experience. My research investigated how children in the primary classes make meaning from stories narrated to them orally in Hindi. It shows how children participate in stories, respond to the characters and themes and connect them with their own lives to critically engage with them. I did fieldwork with class 4 and 5 children in three schools in Delhi over one year – two were private schools that enroll children from high-income families. The third

was a government-run school where most students were children of daily wage earners or domestic helps. My research was qualitative, drawing its analytical framework from Rosenblatt's Reader Response theory and critical pedagogy to examine how children take an aesthetic stance to stories and then examine their own ideas through democratic, exploratory talk in the classroom but *only when* classrooms move away from mechanistic, skill-based learning and decoding.

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1. Stories and the Indian classroom 2. Children and stories: Diverse contexts 3. Children and storytelling: Three classroom contexts 4. Stories as simulated reality for critical pedagogy 5. Making meaning from stories 6. Looking ahead: Children, stories and critical literacy.

06. KUSHWAHA (Archana)
Understanding Teacher Learning during Internship on a Teacher Education Programme in India.
Supervisors : Prof. Rama Methew, Dr. Steven Hutchinson and Dr. M. Rajendran
Th 23934

Abstract
(Not Verified)

The question of how student teachers learn to teach and develop as professionals is basic to the field of Teacher Education. While most Teacher Education Programmes (TEP) focus on what student teachers need to know and how they can be equipped with skills and strategies necessary to become competent teachers, very few studies have focussed on what they already know, how they acquire this knowledge, in what ways it affects their learning and how it transforms during the TEP. During the internship phase of a TEP student teachers or interns are immersed in the school atmosphere so as to give them a good idea of what school teaching is all about. Internship assumes great importance as it is the time when theory and practice converge and are brought in active use. The aim of this study is to trace the professional development of the interns of the Bachelor of Elementary Education Programme (BE1Ed) offered at The Delhi University while they were placed in a school for their internship. It looks at interns learning as they engage in the activity of teaching and interacting simultaneously with other members of the community, viz. it examines their growth from a socio-cultural perspective. Data for the study was drawn from a variety of sources which enabled methodological triangulation and corroboration. This approach provided both, a holistic and comprehensive picture of the process and a detailed and close view of interns' progress from a variety of perspectives. The study will enable teacher educators to understand the process of learning to teach from interns' perspective and thereby help them induct interns effectively into the teaching profession.

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1. Introducing the study 2. Theoretical background of the study 3. Methodological consideration of the study 4. Results and findings of the study 5. Interpretation of findings 6. Conclusions . References. Appendices.

07. NARANG (Anu)
Experiential Learning Through Drama : A Study of Children's Reflection on Social Issues.
Supervisors : Prof. T. Geetha and Dr. Alka Behari
Th 24269

Abstract
(Not Verified)

In the present study, researcher focused her attention on school learners to ascertain the significance of experience based learning in arena of education through drama experience. In drama experience, students are active participants in their learning and construct their own knowledge by means of their own experiences. One of the central notions of drama experience is the importance of reflection and student's reflections on their experience is part of their learning process. The purpose of the present study was to explore student's reflections through drama experience for meaningful understanding of social issues. The present study was carried out in different phases and stages. The first phase comprised of content analysis of upper primary social science curriculum for locating the social issues through curriculum mapping. The second phase initiated with a preliminary study to probe students' understanding on four core located social issues. The preliminary study was followed by main study where 'gender' as the issue was selected for planning and executing drama experience. Qualitative research well served the purpose of the main study. The main study was carried out in three stages and sample varied at each stage of the main study. The sample size for the stage 1 was 60 students' of class VIII who were given preparatory drama experience. In stage 2, same students developed a drama script, out of which participant students were selected for the enactment of the drama, at this stage 293 non-participant students' (spectators) were shown the drama. A student reflection questionnaire on 300 students was administered after the drama experience in third stage. The findings reflected the impact of drama experience to the extent of students challenging stereotyped attributes, stereotyped careers, traditional distribution of household chores, stereotypical roles and parent's decisions for gender parity between girls and boys.

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1. Introducing 2. Review of related literature 3. Research design 4. Social issues in social science curriculum 5. Decoding the social issue into drama experience 6. Children's reflection on drama experience 7. summary and conclusions. Bibliography and appendices.

08. PRASAD (Tulika)
Assessing Speaking in a Multilingual Context : The Case of University Students.
Supervisors : Prof. Rama Methew, Prof. Ari Huhta and Dr. P. Mohan Raju
Th 23933

Abstract
(Not Verified)

This thesis argues for the need to re-conceptualize the construct of language proficiency (LP) in multilingual (ML) contexts and to apply it to the assessment of language proficiency, specifically speaking skills. In doing so it examines the different models of LP that have been proposed so far in the light of how a ML user of L2 deploys L1 strategies to communicate in L2 effectively. Therefore, the study makes a plea to carry out speaking assessment in an ML context using multilingual norms, especially at lower levels of language proficiency and to understand how the learner uses L1 resources while communicating in L2. Given this premise, the study attempts to develop test tasks and ML norms for assessment that acknowledge the learners' L1 proficiency in using L2 in unseen contexts. The study draws on existing literature on language assessment, specifically speaking assessment in an ML context to arrive at a theoretical understanding of what it entails to do such an assessment. The study also draws on my own experience of being a teacher of language and literature at the university and more recently of the English Language Proficiency Course (ELPC) program. Data from actual test performance on the ELPC speaking tests as well as reported data from students, teachers, and ELT experts is analyzed to arrive at a valid and reliable

assessment scheme that incorporates communicative language test tasks and assessment criteria that incorporate ML norms. It is interesting to note that there was convergence among all the data sources, in relation to tasks, rubrics and criteria. It is also to be noted that although research literature emphasizes the need for incorporating ML norms as opposed to monolingual norms, there is no evidence of such work in use that is of significance. This study attempts to fill that gap.

Contents

1. Introduction the study 2. Review of related literature 3. Methodology 4. Discussion and interpretation 5. Summary and conclusions. References.

09. प्रवीण कुमार

नवउदारवादी परिप्रेक्ष्य में वाणिज्य शिक्षा एवं वाणिज्य शिक्षण : एक विश्लेषणात्मक अध्ययन।

निर्देशिका : डॉ. अल्का विहारी

Th 24310

सारांश
(सत्यापित)

देश की नई आर्थिक नीति (1991) से ही उदारीकरण, नीजिकरण एवं वैश्वीकरण की नीतियों को वर्तमान आर्थिक तथा वाणिज्यिक सुधार के उपायों के रूप में वर्णित किया गया। देश में निरंतर नई तकनीक की स्वीकार्यता की बात हो या वाणिज्य के क्षेत्र को विस्तृत करने के लिए करों में वृद्धि करना, नई कर प्रणाली तैयार करना, ब्याज दरों में कमी करना हो अथवा अर्थव्यवस्था को नकद रहित करने के लिए अंकीकरण करना व विमुद्रीकरण आदि उपायों का किया जाना हो। उपरोक्त सभी स्थितियां कहीं न कहीं वाणिज्य से सम्बंधित हैं जोकि सभी स्तर के वाणिज्य क्षेत्र के अकादमिक व्यक्तियों को सोचने पर विवश करते हैं कि वाणिज्य धारा में किन विषयों को विद्यालयी स्तर पर पढाया जाए? उन विषयों के पाठ्यक्रम की रूपरेखा कैसी हो? उन विषयों में अंतर्वस्तु सामग्री क्या हो? तथा जो विषयवस्तु वर्तमान में पढाई जा रही है वह आज के सन्दर्भ में कितनी सार्थक है? इस सन्दर्भ में यह शोध विभिन्न आर्थिक व वाणिज्यिक समीकरणों, वाणिज्यिक गतिविधियों का वाणिज्य शिक्षा से संबंधों, वाणिज्य के क्षेत्र में हो रहे नए बदलावों का वाणिज्य शिक्षा एवं उसके शिक्षण पर प्रभाव एवं वाणिज्य विषय की भूमिका को वर्तमान परिस्थितियों में समझने के लिए नहीं बल्कि भविष्य की स्थितियों को ध्यान में रखते हुए आवश्यक जान पड़ता है। प्रस्तुत शोध के द्वारा नवउदारवादी वाणिज्यिक परिवर्तनों का विद्यालय स्तर के वाणिज्य के पाठ्यक्रम के सन्दर्भ में वाणिज्य शिक्षकों की समझ तथा उनके शिक्षण में बदलाव की पड़ताल की गयी है। यह अध्ययन वाणिज्य शिक्षा एवं उसके शिक्षण के सन्दर्भ में विगत दशकों में हुए वाणिज्यिक परिवर्तनों व नए आयामों का गहन अध्ययन करने का प्रयास मात्र है। अतः इसके तहत वर्तमान दौर में वाणिज्य शिक्षा में बदलावों, शिक्षण विधियों, एवं उसके पाठ्यक्रम को कैसे एक नई दिशा दी जाए को उद्घाटित किया गया है।

विषय सूची

1. शोध परिचय 2. शोधसे सम्बंधित साहित्य की समीक्षा एवं सैद्धान्तिक पृष्ठभूमि 3. शोध अध्ययन की पद्धति एवं योजना 4. आँकड़ों की व्याख्या एवं विश्लेषण 5. मुख्य निष्कर्ष परिणाम, निष्कर्षों की चर्चा एवं शैक्षिक निहितार्थ। संदर्भ ग्रंथ सूची। परिशिष्ट।

10. RAJNI
Girls' Education in Marginalised Section : A study in Kasturba Gandhi National Memorial Trust.
Supervisor : Dr. C. K. Saluja
Th 23932

Abstract (Not Verified)

The present research work focuses on girls' education in marginalized section through a study in Kasturba Gandhi National Memorial Trust. 'Marginalized Section' here refers to the 'poor and needy women and children in rural areas in India'. The research aims at studying the inherent perspective of Kasturba Gandhi National Memorial Trust (KGNMT) for girls' education in marginalized section in India. It also attempts to study the development of girls' education in marginalized section as evidenced through the government's initiatives in independent India besides studying the present status and functioning of KGNMT in the light of the aforesaid. KGNMT was established in 1945 as a result of national endeavor led by Mahatma Gandhi to address the issues of women in rural India. The present study is delimited to one of the branches of KGNMT which is located at Delhi. The girls who have lost their parents or are neglected in the family are entitled to reside in KGNMT up to the age of eighteen years. The study involves qualitative, descriptive and in-depth inquiry into the research problem. The data is predominantly collected through participant-observation, semi structured interviews and review of the documents. The study indicates the biological, social and cultural factors, among others, as responsible for inequality in the society. There is a constant need to re-assess and re-formulate the situation.'

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1. Introduction 2. Review of related literature 3. Girls' education in marginalized section – The Indian context 4. Field work analysis and interpretation 5. Conclusion 6. Bibliography. Appendices.

11. RAJRANI KUMARI
Indigenous Knowledge : A Study of the Ethno Pedagogical Practices in Context of Indigenous People of Latehar (Jharkhand).
Supervisors : Prof. T. Geetha and Prof. Namita Ranganathan
Th 24270

Abstract (Not Verified)

This thesis is based on qualitative research fieldwork in three different blocks of Latehar District, Jharkhand. An attempt has been made to study about how the indigenous people learn within their culture. The key concern of the study includes the nature of indigenous knowledge and its cultural context and the ethno pedagogical practices within the domain of indigenous knowledge. To situate the understanding of the study in a frame, the thoughts and the framework of Vygotsky, Bruner, Bourdieu,

indigenous standpoint and Marxist framework has been drawn. The study has been designed within the Qualitative Method, because the questions being studied in the thesis would have been better addressed in such approach. The fieldwork of the study involved engaging with indigenous communities in different villages, to explore their various aspects of life such as social, cultural, economical, and political life. Participant of the study was whole community such as elder of the community, male, female, and children. Participant observation was primary method through which researcher made sense of the field reality. Participant conversation, audio-visual documentation were primary tools for data collection. The thesis addressed the following questions in particular relation to the Chero, Oraon, Nagesiya, and Brijiya indigenous community and social group in focus: What are the nature of indigenous knowledge? Why indigenous knowledge constitute a separate domain from institutional knowledge? What are the manifestation of indigenous knowledge reflected in their cultural tools? What are all these domain where ethno pedagogic practices are reflects? The research finding of the study relate to the ethno pedagogical practices exercise by the indigenous community within the domain of indigenous knowledge and also bring to the complexity involved in understanding paradox of learning in the indigenous community, where one finds clash between two different worldview.

Contents

1. Introduction 2. Theoretical framework of the study 3. Review of literature related to the study area 4. Research design 5. Indigenous knowledge construction through ethno pedagogical practices 6. Towards an alliance of indigenous knowledge, ethno pedagogical practices and institutionalised knowledge 7. closing comments. References, bibliography and appendices.

12. समरेश भारती
स्कूली विद्यार्थियों में भौगोलिक साक्षरता का विकास : भूगोल की शिक्षा के संदर्भ में इसके अवयवों, निर्माण और निहितार्थ का अध्ययन।
निर्देशक : प्रो. टी. गीता एवं डॉ. आशीष रंजन
Th 23941

सारांश (असत्यापित)

कई विद्वानों ने अलग-अलग संदर्भों में 'साक्षरता' शब्दावली का इस्तेमाल एक रूपक के तौर पर किया है जो किसी विशेष संदर्भ से जुड़े मौलिक लक्षणों व कौशलों को दर्शाने व अभिव्यक्त करने का एक माध्यम बनती है। वित्तीय साक्षरता, सूचना साक्षरता, मिडिया साक्षरता और इसी प्रक्रिया के कड़ी के तौर पर हम भौगोलिक साक्षरता की संकल्पना को देख सकते हैं। गुडचाल्ड ने नए शैक्षिक आवश्यकताओं और बदलते परिदृश्य में अपने आपको ज्यादा सजग व संवेदनशील बनाने की आवश्यकता की पूर्ति को ध्यान में रखकर पारंपरिक तीन आर (ज्ीतमम त्शे) पढ़ना, लेखन और अंक गणित संबंधी ज्ञान के दायरे को अधिक विस्तृत कर इसमें चौथे आर (त) के रूप में भौगोलिक साक्षरता को जोड़ने का प्रस्ताव रखा। भौगोलिक साक्षरता दृष्टिकोण, ज्ञान, कौशल, रवैये की एक व्यापक और व्यवस्थित मानस की स्वाभाविक प्रतिक्रिया है। इसका उपयोग भौगोलिक चिंतन (जियो- थींकिंग) के रूप में प्रस्तुत होता है जो स्थानीय और प्रासंगिक रूप से समस्याओं का हल ढूँढने की एक विशिष्ट प्रक्रिया के रूप में है। भौगोलिक साक्षरता के घटक स्थानिक प्रक्रियाओं और संबंधित कौशलों को

दर्शाते हैं। प्रस्तुत शोध उपरोक्त पृष्ठभूमि में स्कूली विद्यार्थियों में भूगोल की शिक्षा के संदर्भ में भौगोलिक साक्षरता के विकास, इसके अवयवों, निर्माण और निहितार्थ का अध्ययन करता है। भौगोलिक साक्षरता की प्रभावशीलता का पता लगाने के लिये पायलट परीक्षण किया गया तत्पश्चात इस अध्ययन में आंकड़ों के संग्रहण के लिए प्रश्नावली, थीम आधारित समूह चर्चा, साक्षात्कार और विद्यार्थियों के द्वारा बनाये गये मानसिक चित्र का उपयोग किया गया। इस अध्ययन में बिहार राज्य में अवस्थित कहलगांव क्षेत्र के स्कूली विद्यार्थियों और शिक्षकों को शामिल किया गया। प्रस्तुत शोध इन चयनित प्रतिभागियों के माध्यम से स्कूली शिक्षा के संदर्भ में भौगोलिक साक्षरता और इसके शैक्षिक संदर्भों को समझने का एक प्रयास है।

विषय सूची

1. शोध परिचय : पृष्ठभूमि और प्रासंगिकता 2. सम्बन्धित साहित्य की समीक्षा 3. शोध प्रश्न, कार्य प्रणाली और शोध की रूप रेखा 4. कहलगाँव : क्षेत्र परिचय 5. आंकड़ों का प्रस्तुतीकरण 6. निष्कर्ष और उसके शैक्षिक निहितार्थ। परिशिष्ट। संदर्भ ग्रंथ सूची।

13. SAWAN KUMARI

Reading in the First and Second Language in Secondary Grades : Teachers' Beliefs and Practices.

Supervisor : Prof. Shobha Sinha

Th 23938

Abstract (Verified)

This study explored teachers' beliefs and practices of reading in two languages in secondary grades in government schools--Hindi as L1 and English as L2. The focus was on teachers' perceptions and practices regarding various dimensions of reading including reading processes and pedagogy. It also compared teachers' beliefs and practices across the languages. In the Indian context, reading in two languages is a requirement of the school curricula especially in secondary grades. However, reading problems are not addressed in these grades as learning to read is associated with primary grades. Because of this, students do not become readers even after spending ten years in schools. Since teachers influence and regulate classroom instructions and processes, it is important to understand their perceptions about reading processes. Hence, this study focused on teachers' perception and practices of reading in two different languages in secondary grades in government schools. The study is a qualitative investigation in government schools in a non-industrial town in Jharkhand. It covers language teaching in secondary grades--ten teachers of English language and ten teachers of Hindi language. The study used observation and semi-structured interviews to collect data. The findings show that perceptions about reading in both the languages were mostly parallel. For example, teachers of both languages thought that reading primarily meant correct articulation with right pronunciation, rhythm and fluency. Therefore, they did not focus on reading comprehension. However, in English language reading sentence structure with wider vocabulary were seen as prerequisites of reading. Unlike English language reading; reading in Hindi as L1 did not focus on the structure and form of the language because students already had exposure to Hindi in its oral and print form.

Contents

1. Introduction 2. Review of literature 3. Methodology 4. Analysis and interpretation
5. Conclusion. References. Appendices.

14. SHARMA (Charu)
Children's Constructs and Experiences of Diversity, Discrimination and Social Justice.
Supervisor : Prof. Poonam Batra
Th 23942

Abstract
(Verified)

The present research was undertaken to examine children's experiences, notions and constructs on specific dimensions of diversity, discrimination and social justice. The specific dimensions under investigation were: gender, socio-economic class, caste, religion and disability. Theoretical perspectives of developmental psychology, social constructivism, critical developmental psychology, new social studies of childhood and the more recent perspective on multiple childhoods were drawn upon to locate the enquiry in a theoretical frame; and to conceptualize the research process, objectives and approach of the study. A variety of participatory research methods were designed to gather data with children of different age-groups and for the purposes of triangulation. Clear developmental patterns in children's responses on the constructs of gender, socio-economic class, caste, religion and disability were observed. As children mature developmentally, they appear to articulate perspectives that are empathetic and inclusive. Many senior secondary children attempt to relate specific instances of discrimination to the larger goals of developing a democratic, egalitarian and just society. Diversity for several of these children is a passive acceptance of difference, even where difference is used to justify hierarchy in society. The study highlights that children develop a basic understanding of social justice in a nuanced manner – one that is determined by their personal experiences and the influence of significant members in society. Even though children's notions of gender, caste, class, religion and disability reflect a developmental trend from a circumscribed perspective to a more inclusive perspective; there is nothing 'natural' or 'universal' about these developmental patterns. The study poses the argument that research into children's social constructs can provide a critical reference point and frame, to challenge mainstream psychological explanations that rest on 'universality' and 'naturalness' of their development.

Contents

1. Introduction 2. Review of related literature 3. Research methodology 4. Analysis: Constructs of gender and caste 5. Analysis: Constructs of class, religion and disability 6. Conclusion and Implications. References. Appendices.

15. SINGH (Pooja Keshavan)
Students' Engagement with Mathematics Using Storytelling as a Pedagogic Resource.
Supervisors : Dr. Haneet Gandhi and Prof. Bharati Baveja
Th 23939

Abstract
(Not Verified)

This study is a phenomenological study that aims to understand students' Engagement with mathematics when storytelling was used as a pedagogic resource. 'Engagement' can be

defined as a 'multidimensional construct' where the term represents learning situations that involve three important aspects: motivational, cognitive, and emotional (Fredricks et al.,2004). This study has looked at these three constructs of engagement in formal school setting using Epic story model of storytelling. In this model a story lasts many days and is narrated to students in small episodes and mathematical content is embedded into story situations. Purposive sampling was used to select Grades II, IV and VI as sample groups. At the time of the study these grades were being taught by three B.El.Ed pre-service teachers. Data pertaining to the phenomenon has been collected from multiple sources such as classroom observations which comprised of students' verbal responses and written work, teachers' interviews, video recordings of the classrooms and teachers' reflective journals. Data has been analysed through a five step data explication process given by Hycner (1999).Students' Motivational Engagement with mathematics has been understood through four indicators of motivated behaviour given by Maehr & Archer(1985), Direction, Persistence, Continuing motivation and Performance. Students' Emotional Engagement with mathematics has been understood through acts of the students that comprised of their feelings, suggestions, judgements, opinions, curiosities, desires and tendencies to act on them during storytelling. These acts indicated that students were 'living the story' with the characters. Students' Cognitive Engagement with mathematics has been understood through: Author/ity (Povey, 1997), Conceptual agency (Pickering, 1995), Conceptual understanding (National Research Council, 2011).Findings indicate that Engagement with mathematics using storytelling as a pedagogic resources contributed to creating a classroom ethos where students had 'love of challenge for mathematics' and the agency and author/ship that they developed were steering them towards 'self-empowerment'.

Contents

1. Introduction 2. Review of related literature 3. Research methodology 4. Motivational engagement 5. Emotional engagement 6. Cognitive engagement 7. From math-fearing to challenge seeking classrooms. References. Appendices.

16. SINGH (Sangeeta)
Study on Identity of Deaf Adults : Multiple Case Studies.
Supervisor : Dr. Sailaja Chennat
Th 23944

Abstract (Verified)

Deafness can be seen through various perspectives which are associated with the ideologies and philosophy of education and communication choices of a deaf person. The perspective through which a deaf person is seen shapes her/his identity. From the medical perspective, deafness is perceived as the loss of hearing which requires treatment while the social perspective of deafness focuses on the barriers in the society that create obstacles in the lives of deaf people restricting them from full participation in the society. On the other hand, deaf people view themselves as cultural minority that have their own language and cultural norms associated with it. The deaf identity is a concept that has emerged from the cultural perspective of deafness. The present study is a qualitative one that entails an exploration of the process of identity formation in fourteen prelingually severe to profound deaf adults. It attempts to give voice to deaf people so as to illuminate their way of life and struggles in negotiating their identity. Further, perceptions of parents of deaf participants, teachers of special and regular schools, Non-Governmental Organisations (NGO's) and employers of companies hiring deaf people about deaf people and their inclusion have been analysed in the study sketching a macro level picture of the life experiences of the deaf adults. The findings of the study suggest that family interactions, school experiences, exposure to deaf peers and deaf role models, associations with NGO's and other organisations working for deaf and socialisation with hearing people play an important role in the process of identity

formation among deaf people. Sign language has emerged as central to forming a collective identity among the deaf participants. The findings have implications for parents of deaf children, teachers, researchers, organisations working for deaf people and policymakers for shaping positive identity among deaf people.

Contents

1. Introduction 2. Review of related literature 3. Research methodology 4. Analysis 5. Findings and interpretive discussion 6. Reflections on deaf community 6. Summary. References. Annexure.

17. YADAV (Chanchal)

Understanding Assessment in Elementary Mathematics Classrooms : A Sociocultural Approach.

Supervisor : Prof. Anita Rampal

Th 23938

Abstract (Verified)

Mathematics education researchers have expounded on the importance of mathematics in everyone's lives - from 'living efficiently in an increasingly technological world' (Oakes, 1990) to raising 'critical consciousness' necessary to achieve social justice (Gutstein, 2003). However, consistently reported poor achievement, higher dropouts, and a strong dislike of the subject have been matters of critical concern among researchers, educators, and scholars worldwide. The issue becomes all the more significant with an ever expanding need and demand of ensuring quality 'Mathematics for All'. This thesis investigates the practices of classroom assessment and how these could be designed to contribute towards achieving the aim. The study takes the framework of design research and consists of three phases – *observation and analytic phase, developing culturally responsive assessment, and retrospective analysis*. For the first phase, through purposive sampling three schools were identified which seemed to offer possibilities of observing a range of assessment practices. Classroom teaching learning processes and the planning, conduct and tool of written examinations were observed and analysed. This helped to delineate the processes used for assessing learners and domain specific aspects of mathematics learning. Drawing from those findings and theoretical inputs, the second phase of the study, that is development of culturally responsive assessment was undertaken. The process of designing this assessment was iterative. Students' interests, curiosities and hunches were used to design conceptually challenging tasks and projects from the specific domain of data handling, for example, investigating the Mid- Day Meal programme of school, analysing disparities in wages etc. The third phase of the study analyses and reflects on students work – the success stories and the challenges - and further suggests ways to incorporate such culturally responsive assessment practices in classrooms. It also discusses the implications of engaging with such practices in programmes of teacher education and other curricular initiatives for teachers.

Contents

1. Mathematics assessment in elementary classrooms 2. Tracing the assessment trajectory 3. The design research process 4. Assessment in classrooms 5. Analysing written tests 6. Developing culturally responsive assessment 7. Retrospective analysis: Redefining achievement. Bibliography. Appendix.