

CHAPTER 15

EDUCATION

Doctoral Theses

01. अञ्जनी कुमार
विद्यालय स्तर पर कला शिक्षा की स्थिति का अध्ययन : बिहार राज्य के विशेष संदर्भ में।
निर्देशिका : डॉ. सुस्मिता लख्यानी
Th 24457

*सारांश
(असत्यापित)*

प्रस्तुत शोध बिहार राज्य के दीर्घ कलात्मक परम्परा एवं कला शिक्षा तथा वर्तमान में उसकी स्थिति के आलोक में किया गया है। इसके अन्तर्गत मुख्य रूप से चार बिन्दुओं का अध्ययन किया गया है। जो निम्नवत है. कला शिक्षा की संकल्पना का अध्ययन। बिहार राज्य में कला शिक्षा की स्थिति का ऐतिहासिक संदर्भ में अध्ययन। बिहार राज्य के कलात्मक धरोहरों का अध्ययन। राज्य के उच्च प्राथमिक विद्यालय में कला शिक्षा की स्थिति का अध्ययन। इन बिन्दुओं के अध्ययन के लिए लिखित स्रोत के साथ ही आँकड़ा संकलन का कार्य भी किया गया है। आँकड़ा संकलन में मुख्य रूप से प्रेक्षण एवं प्रश्नावली अनुसूची की सहायता ली गई है। अध्ययन के उपरांत प्राप्त निष्कर्ष यह दर्शाता है कि एक समृद्ध विस्तृत गूढ़ तथा तार्किक कला परम्परा से समृद्ध बिहार राज्य के विद्यालयी शिक्षा परम्परा में आज भी कला एवं कला शिक्षा का स्थान दायम दर्जे का है। इसके कई सामाजिक सांस्कृतिक एवं राजनीतिक कारण हैं। इन प्रमुख कारणों का शोधन सामुहिक प्रयास के द्वारा आवश्यक है तभी इस समृद्ध परम्परा को वास्तविक स्वरूप एवं सम्मान मिल पाएगा। साथ ही कला शिक्षा के वास्तविक उद्देश्य की पूर्ति भी तभी संभव है।

विषय सूची

1. परिचय 2. संबंधित साहित्य का अध्ययन 3. शोध कार्य की रूपरेखा 4. आँकड़ा संकलन एवं विश्लेषण 5. निष्कर्ष एवं सुझाव। संदर्भ ग्रंथ सूची। परिशिष्ट।
02. ARCHANA KUMARI
Creativity Amongst Children with special needs (CWSN) (An exploratory study)
Supervisors: Dr. Yukti Sharma
Th 24456

Abstract
(*Verified*)

National Curriculum Framework (2005) emphasizes upon the importance of nurturing creativity amongst children as one of the basic aims of education. This goal of education should be valid for every child including CWSN. In the case of CWSN, it becomes even more challenging as their abilities most of the time get overshadowed by their impairments (Neihart, 2008). Thus, there is a need to specifically explore the creative potentialities amongst CWSN. The present study adopted a qualitative approach and was conducted in two phases. During phase 1, the researcher explored teachers' perceptions and experiences about the creative potentialities of CWSN. Data for phase 1 was collected through self-constructed open-ended questionnaires and follow-up semi-structured interviews. Phase 2 of the study focused upon the exploration of creative potentialities amongst CWSN. The case study method was adopted for this phase so that various dimensions related to identification and nurturance of creative potentialities amongst CWSN could be studied. Four CWSN who seemed to manifest creativity in some form as per the teachers' nomination were selected for the case studies. Data was collected through multiple tools and analysed using grounded theory method. Findings of the study indicated that teachers who were directly involved in teaching CWSN acknowledged the creative potentialities amongst CWSN as compared to others who didn't engage with CWSN on a regular basis. The creative potentialities that were found amongst selected CWSN ranged from high grasping ability, unusual ways of expressing oneself, fluency, flexibility, unconventionality in thinking, task commitment, resourcefulness etc. These potentialities were found to be very specific and unique to each child. The findings also indicated the significant role of parents as well as teachers in providing varied experiences and opportunities which could help CWSN to realize their hidden potentialities and its manifestation.

Contents

1. Introduction 2. Theoretical framework 3. Review of related literature 4. Research methodology 5. Data analysis 6. Discussion, conclusion, educational implications and suggestions for further research. Bibliography. Appendices

03. अरुणा कुमारी
उच्च शिक्षा में दलित महिलाओं की शैक्षिक स्थिति का अध्ययन।
निर्देशिका : डॉ. डी. परिमला
Th 24461

सारांश
(*सत्यापित*)

काफी पिछड़ी है। यदि पिछले 20 वर्षों के दौरान अनुसूचित जाति की साक्षरता दर पर दृष्टिपात किया जाए तो कहा जा सकता है कि दलित व गैरदलित के बीच साक्षरता दर में काफी अन्तर हैं उसमें भी दलित महिलाओं की साक्षरता दर सबसे अधिक पिछड़ी नजर आती है। 2009-10 के दौरान गैर दलित पुरुषों महिलाओं का नामांकन अनुपात मात्र 17%¹: तथा 12%⁷: था वही दलित महिलाओं में यह अनुपात 9%⁰: ही दर्ज किया गया जो उच्च शिक्षा में दलित महिलाओं की निम्न भागीदारी को दर्शाता है। इस प्रकार कहा जा सकता है कि दलित महिलाओं की सहभागिता उच्च शिक्षा स्तर पर पुरुषों से कम तो हैं ही चाहें वे दलित हो अथवा गैर.दलित अपितु महिलाओं की अपेक्षा भी काफी निम्न हैं। अतः प्रस्तुत शोध कार्य उच्च शिक्षा में दलित महिलाओं की शैक्षिक स्थिति का

अध्ययन करता है तथा साथ ही यह जानने का प्रयास करता है कि उच्च शिक्षा के दौरान उन्हें किन-किन कठिनाइयों व चुनौतियों का सामना करना पड़ता है।

विषय सूची

1. शोध कार्य की सैद्धांतिक पृष्ठभूमि 2. संबद्ध साहित्य का सर्वेक्षण 3. शोध कार्य की रूपरेखा 4. उच्च शिक्षा में दलित महिलाओं की शैक्षिक स्थिति 5. दलित महिलाओं की उच्च शिक्षा से संबंधित विभिन्न कार्यक्रम तथा योजनाएँ 6. उच्च शिक्षा में दलित महिलाओं की समस्याएँ एवं चुनौतियाँ। समग्र निष्कर्ष। विषय आधारित निष्कर्ष। संदर्भ ग्रंथ सूची। परिशिष्ट।

04. BANSAL (Deepika)

Investigating the Relationship between Gender and content of Science.

Supervisors : Prof. Sadhna Saxena and Namita Ranganathan.

Th 24455

*Abstract
(Not Verified)*

Be divided into two categories: issues of fewer women in science and issues of gender in science. This study traces both the philosophical and sociological origins of feminist epistemologies. In traditional accounts of epistemology, an ideal knower is an abstract, disembodied, and disinterested individual mind; and following the scientific method guarantees creation of objective scientific knowledge. In light of feminist criticisms of science, feminist philosophers have developed epistemologies of science which run counter to these mainstream currents of thought. Contrary to the abstract nature of mainstream views, feminist epistemologies are enriched by empirical knowledge of how scientists actually work. They argue that knowers are embodied and historically situated groups of people. All inquiry is value-laden, and hence, knowledge is always situated and partial. And a proper account of objectivity of science should start from these considerations. Two of the most influential accounts of feminist epistemology—feminist standpoint theory and feminist contextual empiricism—have been taken up for more detailed and critical examination in this study. These two accounts are juxtaposed together and analysed with respect to their genesis, evolution, and their import for philosophy of science and epistemology. Of special interest are the ways in which they have conceptualised objectivity, one of the fundamental features of science. Further, these feminist epistemologies are evaluated for the contribution they can make, their weaknesses and their strengths in the context of India. A further effort is made in the direction of bringing feminist epistemologies and science education in dialogue with each other to ascertain what implications can be drawn for the field of science education in India.

Contents

1. Introduction 2. Review of related literature 3. Origin and evolution of the field 4. Feminist philosophies of science 5. Where is the field going? 6. Feminist philosophies of science and the Indian context. 7. Conclusion. References.

05. BHASKAR (Rekha)

Socio-Cognitive and Cultural Factors in early Prosociality

Supervisor: Prof. Namita Ranganathan.

Th 24452

Abstract
(Not Verified)

Caregiver to put back toys in the basket or even tries to do simple household chores, these acts are perceived as imitative; mainly learned from one's parents and family. The motivation and intentions behind the acts are seldom given attention. All actions that are intended to help or benefit another individual can be termed as prosocial behaviour. Prosocial behaviours like that of helping, sharing, cooperating, comforting, and informing form a very important part of social interactions in human beings. Researches with children that focus on such behaviours have been prominent in the West and continue to occupy attention. However there is considerable paucity of research in this area in India. Recognizing this, the present research examines the nature and manifestation of prosocial behaviours exhibited by children with a view to understand how early prosociality unfolds in the Indian context. The studies were done in different pre-primary educational institutions, homes (families) of children as well as an orphanage with children in the age range of 1 to 6 years. The study also focused on understanding the factors that shape prosocial behaviour- biological (socio-cognitive) and cultural bases. The biological (phylogenetic) bases have been understood by reviewing studies conducted with humans infants and chimpanzees- that are human's nearest primate relatives. The cultural bases comprised of socialization and interaction that the child has with the members of the microsystem and how these shape prosociality. Implications of the study in the field of education have also been discussed.

Contents

1. General Introduction 2. Understanding prosocial behaviours: A Bio-cultural perspective 3. Cultural setting, design and methodology of the research 4. Study1: Institutional case studies 5. Study2: Individual case studies 6. Discussion. Bibliography and Appendices.
06. चौरसिया (संजय कुमार)
शिक्षा नीतियों के संदर्भ में शिक्षा के अधिकार का आलोचनात्मक अध्ययन।
निर्देशक : डॉ. रामजी दूबे
Th 24459

सारांश
(सत्यापित)

भारत के शिक्षा के इतिहास में पहली बार भारत सरकार ने एक प्राथमिक शिक्षा के अधिकार के लिए भारतीय संसद के माध्यम से 'निःशुल्क और अनिवार्य बाल शिक्षा का अधिकार अधिनियम, 2009' पारित करवाया। हालांकि ज्योति.बा.फुले के समय से लेकर 2009 तक अनेक राष्ट्रीय एवं अंतरराष्ट्रीय मंचों द्वारा शिक्षा के अधिकार विशेषकर प्राथमिक शिक्षा के अधिकार को लेकर विचार-विमर्श चिन्तन-मनन चलता रहा परन्तु अन्ततोगत्वा भारतीय संसद ने भारतीय सर्वोच्च न्यायालय के पहल के बाद एक सीमा तक शिक्षा के अधिकार को मौलिक अधिकार के रूप में स्वीकार किया। इस शोध में 'शिक्षा नीतियों के संदर्भ में शिक्षा के अधिकार का आलोचनात्मक अध्ययन' किया गया है। इसमें विभिन्न समय के शिक्षा नीतियों का वर्तमान समय के शिक्षा के अधिकार अधिनियम-2009 के संदर्भ में 'किस तरह एवं कितना' प्रभाव एवं प्रासंगिकता है का

अध्ययन किया गया है। इस अध्ययन में शिक्षा नीतियों के संदर्भ में शिक्षा के अधिकार का तुलनात्मक एवं आलोचनात्मक दृष्टिकोण अपनाया गया है। इसके लिए विभिन्न प्रकार के कागजातों, पुस्तकों, दस्तावेजों, शिक्षा नीति 1968, 1986, संशोधित 1992 के साथ-साथ कोठारी आयोग, विभिन्न आयोग, विभिन्न समितियों, न्यायिक निर्णय, संवैधानिक पुस्तकों एवं अन्य पुस्तकों, पत्र-पत्रिकाओं को आधार बनाया गया है। इस अध्ययन में शिक्षा अधिकार से संबद्ध अधिनियम एवं विनियमन, निःशुल्क और अनिवार्य बाल शिक्षा अधिकार अधिनियम, 2009 के विभिन्न प्रावधानों के अंतर्गत अपेक्षित आधारभूत संरचना एवं परिवर्तनों का आलोचनात्मक अध्ययन करने का प्रयास किया गया है। शोधकर्ता ने शिक्षा अधिकार की स्वीकार्यता एवं इसे लागू किए जाने के संदर्भ में शिक्षा के अधिकार का विश्लेषणात्मक अध्ययन किया है। प्रस्तुत अध्ययन को शिक्षा नीतियों के संदर्भ में प्राथमिक शिक्षा के अधिकार से संबंधित ऐतिहासिक संदर्भ, विभिन्न नीतियाँ एवं दस्तावेज के अध्ययन तक ही सीमित रखा गया है।

विषय सूची

1. भूमिका 2. संबंधित साहित्य की समीक्षा 3. शोध विधि 4. आधार सामग्री का अनुशीलन स्वतंत्रतापूर्व भारत में शिक्षा नीतियाँ और इसमें सहसंबंधता 5. शिक्षा की राष्ट्रीय नीति, 1968 से निःशुल्क और अनिवार्य बाल शिक्षा का अधिकार अधिनियम (2009) की तुलना 6. विविध। संदर्भ ग्रंथ सूची।

07. Dass (Nidhi Parihar)

Role of Education in the Lives of Children and Sex Workers Living in G.B. Road's Brothels (An exploratory study).

Supervisors : Dr. Pankaj Arora

Th24449

Abstract (Not Verified)

Red Light districts are considered to be the sewers of the society. It is because of this inherent notion of filth associated with these districts, they are almost always found away from the residential areas, the civil society. This zoning out of these areas away from the mainstream is further intensified in the form of social ostracisation of the female sex workers (FSWs) and the children of these women who reside in the brothels. The present study is based in Delhi's infamous red light district namely, Garstin Bastion Road or G.B. road and is focusing on exploring the role education plays or can play in the lives of these greatly marginalized FSWs and the Children of FSWs living in the area's many borthels. To develop an in-depth understanding, exhaustive interviews were conducted with the FSWs, the Children of FSWs, the founders of two prominent NGOs functioning in the area and an Ex-SHO of Kamla Market Police Station. The data was further polished through the process of thematic analysis in order to illuminate the various challenges and obstacles faced by these women and children alike in their quest to break away from the cycle of exploitation. The findings of the research reveal that irrespective of the social prejudices that have crept in the presumably neutral Education system, these individuals invest a great deal of faith in it. They have a strong belief that Education is their key to a life of dignity and the children especially feel that Education might help them in rescuing their Mothers from this life. However, as argued by a lot of respondents, it has also been established that more stress has to be laid upon the vocational and skill based education in order to increase the chances of employability of these rejected individuals.

Contents

1. Curtain raiser 2. Setting the stage 3. Behind the scenes 4. Climax 5. The resolution, Reflection, Bibliography, Appendices.

08. DISHA
Understanding Gender Identity Construction and Negotiation through a Discourse analytic Approach
 Supervisor : Prof. Rama Methew, Dr. Stephanie Schnurr and Dr. Vandana Saxena.
Th 24448

Abstract
(Not Verified)

contested in interaction (Baxter, 20003). The study aimed to give the under-researched, school-going, urban, adolescent Indian girl a voice and to understand her views and experiences of her everyday life at school. Specifically, I explored how she attempted to make sense of the experiences at school by mobilising and orienting to specific identities and discourses associated with her gendered identities in her CofP. My focus was how the research participant strategically drew on, as well as sometimes challenged or vehemently rejected, specific local formulations of hegemonic femininities that circulated in her CofP. This study employed ethnographic methods of data collection which included semi-structured interviews, participant observation, field notes and audio-recordings of naturally-occurring interactional data. The interactional data were analysed with discourse-analytic and sociolinguistic methods located within a post-structuralist framework theorised by Bucholtz and Hall (2005). This study attempts to bridge the research gap in language and gender in Indian context through micro level analysis of the research participant's local identities and macro level analysis of larger social identities in language use, through a focus on positioning in the course of identity construction. It helped to understand the ways in which unequal power relationships between participants are produced in interaction at school and how individual agency of the research participant contradicted with norms of dominant discourses in the process of identity construction. The study thus identified specific circumstances in which agency was exercised to align with or reject hegemonic femininities in the process of identity construction.

Contents

1. Introduction 2. Literature review 3. Research design methodology 4. What they want i want are different: Understanding gender identity construction through discourses of interpersonal relationships with significant men 5. Understanding gender identity construction through institutional discourses at school 6. Understanding gender identity negotiation through peer discourses 7. Conclusion, References, Appendices.

09. गौतम (अखिलेश कुमार)
राष्ट्रीय अस्मिता और नागरिकता की अवधारणाओं का निर्माण : कश्मीर के संदर्भ में एक अध्ययन।
 निर्देशक : डॉ. संदीप कुमार
Th 24458

*सारांश
(सत्यापित)*

नागरिकता और राष्ट्रीय अस्मिता दोनों ही अवधारणाएं किसी भी देश से संबन्धित दो महत्वपूर्ण अवधारणाएं हैं। ये अवधारणाएं व्यक्ति के साथ उसके देश के संबंधों को परिभाषित करती हैं। अपनी विशेषताओं के कारण ये दोनों ही अवधारणाएं किसी भी देश के लिए विशेष महत्व रखती हैं। व्यक्ति में इन दोनों ही अवधारणाओं के निर्माण में विभिन्न सामाजिक ए राजनीतिक और आर्थिक कारक भूमिका निभाते हैं परंतु इस संबंध में विद्यालयी शिक्षा एक विशिष्ट भूमिका निभाती है। प्रस्तुत शोध एक ऐसे ही क्षेत्र कश्मीर में संदर्भित है और उस क्षेत्र के सरकारी विद्यालयों में पढ़ने वाले विद्यार्थियों में राष्ट्रीय अस्मिता और नागरिकता की अवधारणाओं के निर्माण और इस प्रक्रिया में विद्यालयी शिक्षा की भूमिका को समझने का प्रयास करता है। प्रस्तुत शोध राष्ट्रीय अस्मिता और नागरिकता की अवधारणाओं के संबंध में उपस्थित विविध विमर्शों को भी शोध का हिस्सा बनाता है और उपस्थित विमर्शों के विश्लेषण और शोध क्षेत्र की विशिष्टता के संदर्भ में विद्यार्थियों में राष्ट्रीय अस्मिता और नागरिकता के निर्माण का अध्ययन करता है। शोध कश्मीर के वर्तमान माहौल और उसके ऐतिहासिक विश्लेषण को भी शोध का अंग बनाता है और विद्यार्थियों में राष्ट्रीय अस्मिता और नागरिकता की अवधारणाओं के निर्माण में इनकी भूमिका को देखने का प्रयास करता है। शोध एक गतिशील और संघर्ष शील क्षेत्र में संदर्भित है और विद्यार्थियों में राजनीतिक और सामाजिक अवधारणाओं की स्थिति और निर्माण से संबंधित है जो शोध की प्रकृति को गुणात्मक बना देता है। शोध प्रविधियों के रूप में असंरचित साक्षात्कार ए अवलोकन ए समूह परिचर्चा एवं पाठ्यपुस्तकों के विश्लेषण को सम्मिलित किया गया है और प्राप्त आंकड़ों के थीमेटिक विश्लेषण उपरांत निष्कर्ष प्राप्त किए गए हैं।

विषय सूची

1. भूमिका 2. सैद्धांतिक परिप्रेक्ष्य 3. शोध विधि 4. आंकड़ों का विश्लेषण 5. परिचर्चा 6 निष्कर्ष और सुझाव। संदर्भ ग्रंथ सूची। परिशिष्ट।
10. GUPTA (Snehlata)
High School Students` Engagement with L2 English Texts (An exploratory research with secondary students in Delhi government schools).
Supervisor: Dr. Shobha Sinha
Th 24447

*Abstract
(Not Verified)*

English language in India is synonymous with power, privilege and upward mobility. Even as the policy framework calls for introducing English in lower classes in all schools, vast numbers of students struggle to be able to read and make meaning of texts in English. The study presents an exploration of the experience of students of Delhi government schools as readers and specifically as readers of English. It explores the out-of-school context of 12 students, looks at their experience of teaching and learning within their classrooms and

finally examines in greater detail what they bring in the form of knowledge, skills and strategies as they try to make sense of two sets of texts in English. The findings reveal that the students demonstrate a sense of self-awareness of their position as readers; they demonstrated strong motivation to read. While the classroom provided an opportunity for students to engage with texts in English, with a teacher and peers, it had an inordinate focus on passing examinations. The classroom did not register the students' beliefs and practices of reading. It did not recognize the students as readers, capable of independently engaging with texts. In reading the texts, students displayed metacognitive awareness, created text and situation models, use of both L1 literacy and knowledge of the second language to read in the second language. They translated from English to Hindi, to understand, remember and recall the text. When background knowledge and interest were present, students were able to make meaning of texts even when language knowledge was limited. The study points to the need for further research on first language literacy and knowledge of English language for reading comprehension in English as well as contexts of learning. The insights from this research could help make classroom instruction more effective in teaching reading comprehension.

Contents

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

11. KAPUR (Ashu)

Cultural Reproduction and Resistance (An inquiry into the school experience of EWS students in private unaided schools in Delhi).

Supervisors : Dr. Alka Behari

Th24450

Abstract

(Verified)

The thesis is set against a number of significant changes in the Indian education sector, one such profound change being introduced with the advent of Right to Education Act, 2009. In one of its most crucial sections, i.e. section 12 (1) (c), the RTE Act stipulated all the unaided private schools to admit a minimum of 25 percent of children from economically deprived or disadvantaged sections of society. It is contended that by making 25 percent reservations for EWS children in the private schools, the state is revealing a 'fair chance.' To situate the understandings in a frame, the study draws from the theoretical architecture of Pierre Bourdieu and Henry Giroux. The aim was to understand the interplay between private school culture and socio-economic backgrounds of EWS children and significant ways in which school processes form an intersecting space between the two. The study has been designed in a 'naturalistic qualitative frame' with the intent of locating the research work in the everyday life of the field. The fieldwork has been carried out in two private schools of Delhi. Substantial time in the field was spent with children, their parents, principals, and school teachers. The combination of different methods i.e. Observations, Semi-Structured Interviews, and Narratives was employed to look at the phenomena from different angles. The findings of the study reveal the distinct ways in which intertwined aspects of EWS children's identities get negotiated in the private school context. The interaction of EWS children's socio-economic background with the dominant school culture through daily school routines and life at school showed up some stereotypical patterns as that of conformity. However, at the same time, the children demonstrated the blurred eruptions of oppositional behavior that emphasize the contested nature of school as a site of cultural reproduction and resistance.

Contents

1. Introduction: Begining 2. Literature and theory: Situating perspectives and related studies 3. Research methodology and fieldwork 4. Analysis of data I : field descriptions : Plinnacle school and robbus school 5. Analysis of data II : Children`s

case narratives : Perspectives and experiences 6. Interpretative discussion 7. Conclusion, Bibliography and Appendices.

12. KARMAKAR (Sangeeta)
Education of Girls with Hearing Impairment.
 Supervisors : Prof. Vandana Saxena
Th 24445

Abstract
(Not Verified)

The conceptual framework of my study entitled “Education of Girls with Hearing Impairment” is the complex infusion of gender and impairment as it unfolds in the lives of girls with hearing impairment. In this study, an attempt has been made to understand the experiences of the girls with hearing impairment in these set –ups while mapping the present facilities and provisions in different type of schooling. The present research includes eight case studies of girls with hearing impairment in the age group 14 to 16 years experiencing different type of schooling. The study attempts to look into their inner and unheard world and accentuate the unclear voices of the girls with hearing impairment. The findings suggest that there is a difference in the facilities, pedagogical approaches, exemptions and monetary benefits in different types of educational settings available for a girl with hearing impairment. The main hurdle in the life of the girl is not their impairment but it is actually the communication barrier which arises when they attempt to cope with the expectations of the hearing people which not only include teachers, friends but their own family members. It has been found that different educational set ups also shapes their view of themselves and the way they deal the hearing world. On the other hand, they have the similar problems with extended challenges of the developmental stages and conflicts within their respective families. In total, the girls challenge the malformed notion of girls with a disability by showing their enthusiasm, confidence, coping capacity and zeal to do something in life. The present study does not claim that the ideas and patterns identified and incorporated in the case studies can be generalized for all girls with hearing impairment.

Contents

1. Developing the context for research : Introduction & research design 2. Bridging disability & gender : Revisiting theoretical positions 3. Hearing the unheard : Data description and discussion 4. Hearing eyes & talking hands: Findings, implications & conclusion, Epilogue, Bibliography, Appendices, List of publications.

13. KAVITA
A Study of Field Experiences and Critical Reflection Among Student-Teachers in a Pre-Service Teacher Education.
 Supervisor : Prof. Alka Behari
Th 24453

Abstract
(Verified)

Teaching which was earlier viewed as a technical activity is now understood as a multifaceted and complex endeavour. A teacher's role is now redefined as the one who should be able to reflect critically into the complexities of teaching-learning rather than the

one whose task is mere implementation of the curriculum. The present research was undertaken to explore the role of early and intermediate field experiences in developing critical reflection among student-teachers. A particular pre-service teacher education programme with components comprising of substantial school based experiences prior to the phase of internship/student-teaching was studied to gain a comprehensive understanding of student-teachers' reflective engagement with their school experiences. Findings of the study are relevant as they show significant difference in the reflective abilities of student-teachers who participated in the early and intermediate field experiences. Student-teachers during the intermediate field experience portrayed a far more elaborate and multidimensional conceptualisation of reflection and reflective journal writing as compared to the student-teachers who participated in the early field experience. While student-teachers during the early field experiences do begin to focus on different aspects of teaching-learning yet the main focus appears to remain on one's 'self' in terms of one's emotions, actions in the class and not on examining teaching situations and their effectiveness. On the other hand, the focus during intermediate field experiences expands beyond the concerns around 'self' to include an examination of teaching-learning, the efficacy of planned activities, and practices of school as an institution. This indicates that field experiences do provide logical spaces to the student-teachers where they learn to reflect on teaching-learning in authentic context. Other findings of the study shed light on teacher-educators' facilitation of reflection during field experiences, and the challenges and modifications in the field experience components as shared by both student-teachers and teacher-educators.

Contents

1. Introduction 2. Theoretical orientation and review of literature 3. Methodology of the study 4. Presentation of the data, its analysis and interpretation-I 5. Presentation of the data, its analysis and interpretation-II 6. Main findings and discussion 7. Conclusion and implications, References and Appendices.

14. MATHUR (Avantika)
Experiences of Social Inclusion of the Students Under Economically weaker Section in Private Schools
 Supervisor:Dr. Sailaja Chennet
Th 24454

Abstract (Not Verified)

Each student and respecting differences. However , this diversity has a very exclusive nature in India. It is tarnished with privileging only a few and leaving the others on the margins. the domain of schooling is also reflective of the privilege of the elite, millions of children are starved of the basic right to education for the meek reason that they cannot pay for school. In the light of the above ontext the RTE enacted in 2009 has piloted ahope for school education in India. thus this study titled ' Experiences of social inclusion of the students under economically weaker section in privat schools' , pivots on the need to identify, study and share the efforts of schools and teachers that manage to practice inclusion and equity. the stud provides some insights and processes underlying social inclusion in schools. it focuses on capturing the lived experiences of the economically weaker section students . social inclusion is about transforming school systems and learning environment in order to respond to the diversity of all learners. All these students have secured admission under the section 12 (c) of the RTE which ensures free and compulsory education to economically weaker section making it mandatory for private schools to reserve 25 % seats at nursery level for the

disadvantaged section. the researcher baiss her analysis and findings on classroom observations and interviews of the EWS students, their parents and their teachers conducted in two private schools of Delhi.

Contents

1. Introduction 2. Review of related literature 3. Research methodology 4. Data presentation and Analysis 5. Interpretive discussion 6. Conclusion, Summary, Reference list and Annexures.

15. PANDEY (Ramanand)
Interface of Education and Democracy with Reference to Electoral Behaviour (A case study of Delhi).
 Supervisors : Prof. Pankaj Arora
Th 24929

Abstract
(Not Verified)

The study is an attempt to explore the fields in all possible ways to get the best possible number of insights. This study has used qualitative as well as quantitative methods. It has started with interviewing electorates of Delhi region, analysing candidates of vital political parties who contested parliament election- 2019 and Delhi assembly election-2020. The researcher has analysed the manifestos of AAP, BJP, Congress parties of parliament election- 2019 and assembly election-2020. The study has tried to get direct/indirect feedback of maximum stalk-holders who are involved in the electoral process. The data has been collected during the assembly election of Delhi state. The study has established that society is putting more emphasis on Education, and it is becoming an important electoral issue. The electorates now realise that educated representatives can bring change in their lives; that's why they are more concerned about the Education of the candidates and status of their Education. There is no doubt that conventional factors are still prevailing. The voices of the electorates are getting louder and getting more representation, the Delhi election result and manifestos of the political parties also support it. People want their representatives should have some educational background and thus have an understanding of their issues. The study has tried to explore whether political parties are considering Education as a poll issue in election or not. It also examines the question of educational qualification for the candidates (either in assembly election or parliamentary election). Surprisingly, the issue of educational criteria for the candidates has also been discussed in the Constituent Assembly debates.

Contents

1. Introduction 2. Understanding the correlation of education and democracy 3. Methodology 4. Data analysis and Interpretation 5. Conclusion, Bibliography, Annexures.

16. SETHI (Joyti)
Mathematics for Social Justice (Teachers` Dialogic Refleciton)
 Supervisor: Prof. Anita Rampal
Th 24451

Contents

1. Foregrounding the study 2. Teaching mathematics for social justice 3. Frameworks and processes 4. Revisualising mathematics 5. Teacher researchers: Strengthening agency 6. Redefining mathematics classrooms 7. A challenging journey: The path ahead, References, Annexures.

17. सिंह (पूजा)
 उच्च शिक्षा में अनुसूचित जाति की महिलाएँ : पहुँच और चुनौतियाँ।
 निर्देशिका : डॉ. सुस्मिता लख्यानी
 Th 24460

सारांश
 (असत्यापित)

किसी भी देश अथवा समाज की जनसंख्या जितनी अधिक शिक्षित होती है जीवन और आजीविका के विकल्पों के बारे में उसमें उतनी ही अधिक जागरूकता भी उत्पन्न होती है और शिक्षित समाज ज्ञान आधारित अर्थव्यवस्था में उतना ही अधिक भाग ले सकता है। शिक्षा से स्वास्थ्य के प्रति भी जागरूकता आती है और समुदाय के सदस्यों की सांस्कृतिक और आर्थिक कल्याणकार्यों में सहभागिता बढ़ती है। भारत में स्वतंत्रता प्राप्ति के बाद शिक्षा अथवा साक्षरता के स्तरों में बहुत सुधार आया है तथा हमारी जनसंख्या का दो तिहाई हिस्सा अब साक्षर है। फिर भी साक्षरता दर को भारत की जनसंख्या वृद्धि के साथ मुकाबला करने के लिए संघर्ष करना पड़ रहा है क्योंकि हमारी जनसंख्या वृद्धि अब भी बहुत ऊँची बनी हुई है। इसलिए नयी पीढ़ियों को साक्षर बनाने विशेष रूप से ऐसे समाज जो अभी भी वंचित माने जाते हैं के लिए अवश्य ही अत्यधिक प्रयत्न करने की आवश्यकता है। इसी संदर्भ में देखा गया है कि विभिन्न क्षेत्रों में अनुसूचित जाति के स्त्री-पुरुषों की साक्षरता की दरों में बहुत भिन्नता पाई जाती है। दरअसल अनुसूचित जाति के समुदायों के तीखे पूर्वकालीन भेदों को सामाजिक आर्थिक परिवर्तन के जरिये काफी हद तक हल कर दिया गया है और इन्हें एक बेहतर सामान्य आधार प्रदान किया है फिर भी अभी तक इनके मध्य भौतिक और सांस्कृतिक विभिन्नताएं बनी हुई हैं यथा प्रासंगिक संवेदनशीलता बनाए रखने के लिए इनकी शैक्षिक स्थिति को ध्यान में रखना बहुत जरूरी है। उच्च शिक्षा में अनुसूचित जाति की महिलाओं की भागीदारी बहुत कम है तथा इनका शैक्षिक अनुपात अत्यधिक कम है। इस अध्ययन के माध्यम से अनुसूचित जाति की महिलाओं के शैक्षिक अनुभवों के स्वरूप और उच्च शिक्षा तक उनकी पहुँच और चुनौतियों को समझने का प्रयास किया गया है।

विषय सूची

1. भूमिका 2. सैद्धांतिक कार्य की रूपरेखा 3. शोध प्रविधि 4. प्रदत्तों की व्याख्या और विश्लेषण 5. निष्कर्ष और शैक्षिक निहितार्थ। संदर्भ ग्रंथ सूची। परिशिष्ट।

18. TANWAR (Shweta)
Choice of Science as a Subject Among Girls (Contradiction and challenges)
 Supervisor :Prof. Krishna Kumar, Prof. Sadhna Saxena
Th 24446

Abstract
(Verified)

This study examines the role of gendering in shaping choice and non-choice of science as a subject for study at higher secondary stage. It also looks at the challenges that women pursuing science at higher level face. The study had four objectives and was carried out in three phases. Analysis of factors affecting choice and non-choice of science among girls of grade X in two government-aided and two private schools of Delhi comprised phase I. Analysis of a selected sample of girls' ability to relate science with daily life comprised phase II, along with their parents' perspective on science and career possibilities for their daughters. The third phase analyzed the challenges faced by women researchers in science at the university level. Factors affecting girls' choice of science include personal, socio-cultural settings, learning at school and an interaction between gender and class. Girls who showed a better understanding of the concepts of science and were familiar with scientific careers questioned socio-cultural practices and beliefs. Parents' choice of science for their daughter depend on her academic achievement and their own financial condition. Women researchers faced institutional, individual and socio-cultural obstacles while pursuing science at higher level. Implications have been drawn for policies, reforms and future research. Pedagogy of science needs to be refined with learner-centered methods and language of science teaching must come closer to the lives of girls. Exposure to different fields and careers in science is required to make girls aware of the challenges and future possibilities. At higher level, awareness about the difficulties women researchers face must spread across faculty, especially among male colleagues.

Contents

1. Introduction 2. Theoretical perspective 3. Review of literature 4. Research methodology 5. Analysis-part I: Ethos of the schools and girls' understanding of science 6. Analysis-part II: What to follow: Science or myths? 7. Analysis-part III: Science and future of girls: Parents' perspective 8. Analysis-part IV: Women in pursuit of scientific research: contradictions and challenges. 9. Conclusion, Bibliography, Appendices.