

CHAPTER 1
ADULT, CONTINUING EDUCATION
&
EXTENSION

Doctoral Theses

01. NIDHI
Impact of Inservice Teacher Training Programmes on Classroom Teaching Learning Practices in Delhi: Critical Study.
Supervisor : Prof. Rajesh
Th 24324

Abstract
(Not Verified)

The in-service teacher training is not as common as the pre-service training for every teacher working in different educational settings in India. Therefore, the present study was intended to see the impact of In-service training on teachers and students performance especially the psychological attributes. A total of 200 teachers comprising, 100 teachers having in-service training and 100 teachers without having in-service training have participated in the present study. To see the impact of in-service on students performance a total of 400 secondary and higher secondary students have participated in the present study. 200 students from the classes and schools where in-service teachers are teaching and 200 students from the classes and schools where- teacher without having in-service training were selected randomly for the present study. For the collection of information related to the impact of in-service training for students, the teachers and students, the researcher used Teacher's Role Commitment Scale developed by Rathod and Varma (1992); Teacher Effectiveness Scale for Teacher / Observer developed by Kumar, and Mutha, (1974); The Teacher Aptitude Test developed by Gakhar and Rajnish (2009) for teachers and for students, the researcher used- The Academic Achievement Motivation Test developed by Sharma (2005); General Anxiety Scale for Children developed by Kumar (2003); The Study Involvement Inventory developed by Bhatnagar,(1982); and The stress Scale developed by Lakshmi and Narain (2015). The results of the present study revealed that, there is a significant difference in Teaching Aptitude (P=0.026*); total teacher effectiveness (P=0.000**) and Total Role commitment (P=.000**); achievement motivation (P=0.000**); Students stress (P=0.000**); General anxiety (p=0.000**); and Study Involvement (p=0.000**) between teachers having in service training and teachers without having in-service training and their respective students. In this context, all the hypotheses of the present study are accepted.

Contents

1. Declaration 2. Certificate 3. Acknowledgement 4. Abstract 5. List of tables
6. References.

02. SINGH (Jai Pratap)
Education and Skill Enhancement for Street Children in Delhi: An Exploratory Study.
Supervisor: Prof. Rajesh
Th 24319

Abstract
(Not Verified)

The street children are the highly vulnerable group living on the street of city and towns of the country. The street children are at the risk of physical and psychological exploitation, human trafficking and involve in high risk behaviour like drug abuse, sex and many other health problem. There are an estimated 55,000 street children in Delhi who faces physical and psychological violence and social stigma in their day to day life. The review of literature depict sad story of street children in terms of their socio- economic development. Despite their homelessness or alienation from the common family setup, they bear lots of potential like any other children in society but they lack opportunity of education and Skills. The study undertaken indicates that most of the street children in North Delhi undergo some financial and family problem that has resulted into absence of educational attainment and skilling for life. These social and economic factors have resulted in attending schooling and acquiring market oriented skills for better livelihood opportunity. In the present study total 350 sample sizes were taken to assess the status of street children. Data were collected through questionnaire and interviews. The data was analysed with the help of SPSS package. The deep rooted problem and condition of street children can be improved through imparting education and vocational skills to improve their socio-economic condition and wellbeing. Key words: Street children, Education, human trafficking, social stigma

Contents

1. Introduction 2. Review of literature 3. Research methodology 4. Data analysis and interpretation 5. Major findings conclusion. Recommendations. Bibliography and Annexure.

03. YADAV (Rahul)
Literacy and Vocational Development: A Case Study of Jan Shikshan Sansthan (JSS) in National Capital Region (NCR).
Supervisor: Prof. J.P. Dubey
Th 24323

Abstract
(Not Verified)

The research is an attempt to look into the vocational development aspects amongst beneficiaries and literacy role. It explores theoretical perspectives of literacy, functional literacy, literacy skill, adult education and community. The research also explores vocational education, vocational education paradigm, skill development and vocational development in Indian perspective. A combination of qualitative and quantitative research technique questionnaire, content analysis, interview, focus group discussion are used to study. Present study was descriptive in nature. The research methodology design was selected to understand the research problem in -depth. The researcher covered Jan Shikshan Sansthan (JSS) Jahangirpuri, Peeragarhi, Patel Nagar, Ghaziabad and Noida of National Capital Region (NCR). The data collection was done purposive sampling method. The research findings show that the JSS are able to fulfil objective of the scheme. The quality and content of various vocational and skill development programme tried to maintain and modify as per need. Most of beneficiaries of JSS are well aware about opportunity in similar vocational trade, environmental issues, schemes, local administration and it is possible due to literacy skill. Literacy would definitely contribute to eradicate the problems of unemployment, increase in production through skill reduce poverty and contribute in socio economic development. During research process realized that literacy and vocational development are linked in a variety of ways. The study presents vocational development of Jan Shikshan Sansthan (JSS) beneficiaries and literacy role. The employment opportunities after training, income from the adopted occupation, changes in monthly income, changes in production technique, probability of employment opportunities through trade for male and female increase. The research shows that majority of the respondents believed that vocational skill bring jobs, respect, improve status in community and social change. At present there is need to dedication and motivation to conduct skill development programme for huge weaker section of society.

Contents

1. Introduction 2. Literary and vocational development: a theoretical framework 3. Review of literature 4. Methodology of literature 5. Data interpretation and analysis 6. Research outcome and conclusion. Bibliography and Annexure.

M. Phil Dissertations

04. Dahiya (Heaven)
Study to Access the Knowledge and Attitude Regarding Family Planning Among Slum Women in Dharavi, Mumbai.
 Supervisor : Prof. Rajesh