

CHAPTER 12

EDUCATION

Doctoral Theses

01. AGGARWAL (Sruti)
Teaching and Learning of Vocabulary in English as a Second Language in Middle Grades.
Supervisor: Dr. Geeta Rai
Th 26024

Abstract

Vocabulary is generally understood in laymen's terms as the collection of words contained in a language. A person's vocabulary is understood in terms of their knowledge of the words among the thousands of words contained in any given language. The meaning of the term 'vocabulary' and even what is understood by the term 'word' is much more complex. Vocabulary comes in two forms: oral vocabulary, words used in speech and listening tasks, and print vocabulary, words that we encounter while reading and writing. Given the complexity of word knowledge, the isolated decontextualized nature of teaching and assessment of vocabulary in contemporary L2 classrooms needs to be revisited. Vocabulary is building block of language proficiency and development. The comprehension and communication ability in a language is inextricably tied in with knowing the vocabulary of the language.

Contents

1. Introduction 2. Review of related literature 3. Research methodology 4. Data analysis and interpretation 5. Conclusion. References. Annexures.

02. ANSARI (Huma)
Understanding the Idea of a Good Teacher.
Supervisor: Dr. Latika Gupta
Th 26017

Abstract

A school teacher in India is a complex construction. S/he is a cultural figure with religious and civilizational underpinnings, a low ranked subordinate in colonial bureaucracy, agenda for the nation state, and a site for social activism. Teacher has been a subject of philosophical and sociological formulations in order to actualise the goal of education as a welfare agency and fundamental right in democracy. I was curious to examine how all these unfold in the life of a present-day teacher. The concept of remembered teacher is a methodological contribution of this study. Asking teachers to remember their good teachers is an important contribution that got formulated in the study. It helped to capture the nuances of how teachers function in their professional role and what images guide a teacher. The teachers' remembrances were supplemented by the published obituaries of eminent university teachers. The narrative

enquiry under taken with teachers in two types of schools in Madhya Pradesh brought out the factors with which the idea of a good teacher gets constructed. The ideas are: dress, anger, fear, command over text-book, classroom management and a saintly (morally superior) life without any addiction and indulgence etc. The teachers conveyed a sense of reliance on the use of physical and verbal pain to students in order to ensure learning and extract desired behaviour. The teachers drew upon the qualities that they had appreciated in their remembered teachers rather than drawing upon theoretical or ideational inspiration. The idea of a good teacher in the obituaries focussed on world of advanced knowledge. The school teachers do not visualise the role of a good teacher vis-à-vis entry and sustenance in the world of knowledge. The construct of a remembered teacher deeply buried in the minds of the practising teachers, brought out the factor of dress and punishment repeatedly.

Contents

1. Introduction 2. Theoretical perspective 3. Review of literature 4. Methodology 5. Analysis and interpretation (Part 1) 6. Analysis and interpretation-II: the remembered teachers 7. Implication and conclusion.

03. आर्य (शचीन्द्र)
ग्रामीण परिप्रेक्ष्य में आधुनिकता और शिक्षा ।
 निर्देशिका: प्रो० पूनम बत्रा
Th 26015

सारांश

शोध का प्रारंभिक शब्द यह प्रश्न है कि भारतीय संदर्भ में आधुनिकता का क्या अर्थ है? हम आधुनिकता किसे कह सकते हैं? क्या इसकी औपनिवेशिक जड़ें इसे परिभाषित कर रही हैं? आधुनिकता पर इस वैचारिक उद्घाटन के साथ ही आज के 'गाँव' को समझने का प्रयास किया गया है। शोध में 'शिक्षा' का अर्थ 'औपचारिक शिक्षा' से लिया गया है। 'शिक्षा' जिसे अतीत और वर्तमान में शिक्षा संबंधी दस्तावेजों में 'श्रेष्ठता' के साधन के रूप में माना और देखा जाता रहा है। यह शिक्षा संवैधानिक सिद्धांतों और आदर्शों के आधार पर 'आधुनिक व्यक्ति' और 'आधुनिक राष्ट्र' बनाने के लिए संकल्पित है। इस संबंध में, शोधकर्ता ने उत्तर भारत में एक जिले के ग्रामीण भीतरी इलाकों में एक निजी प्रबंधन स्कूल का चयन किया और फील्डवर्क के दौरान डेटा एकत्र किया। एकत्र आँकड़ों का विश्लेषण नीता कुमार, कांट, पार्सन्स तथा भारत के संवैधानिक दर्शन के आधार पर किया गया है। शोध इस बात को रेखांकित करता है कि 'शिक्षा' की सहायता से समाज का पुनर्गठन करना और राष्ट्र को 'आधुनिक राष्ट्र' की ओर ले जाना एक कठिन कार्य है। इसकी शुरुआत कक्षाओं में की जा सकती है, जिसमें शिक्षक की भूमिका अहम होती है। छात्रों को स्वतंत्र रूप से सोचने, प्रश्न उठाने के अवसर पैदा करना बहुत महत्वपूर्ण है।

विषय सूची

1. आधुनिकता की सैद्धांतिक एवं अवधारणात्मक समझ और ज्ञान एवं गाँव का प्रश्न 2. संबंधित साहित्य का अध्ययन 3. शोध की विधि 4. विद्यालय की बुनावट में विद्यार्थी की रचना 5. विद्यालय – आधुनिकता के प्रस्तावक या रूढ़ियों के संरक्षक 6. निष्कर्ष. संदर्भ. परिशिष्ट.

04. DAS (Sanjit Kumar)
Migration, Identity (Re) Formation and Education: Special Reference to East Bengal Community Settled in Champaran.
 Supervisor: Prof. Ashish Ranjan
Th 26025

Abstract

Partition of India led to incomparable genocidal violence and large scale migration, whose experience was different for different communities. This study deals with the experiences of one of such community- East Bengal Community (EBC) settled in Champaran, Bihar. This study, examined how the issue of identity (re)formation of this community is a classic case of political apathy on the part of the modern post-colonial state and the role of education in this process. The study engages at four realms: historical context, ethnicity, citizenship and educational processes. In this ethnographic study, analysis of curricular resources, policy documents was done along with execution of questionnaires, interviews and case studies. Furthermore, for the triangulation, data was collected from Bangladesh also, with the help of ICSSR travel grant. Through the analysis, it has been observed that for first generation, education was a luxury whereas for the second and third generation it was necessity as well as a luxury to certain extent, whereas, for fourth-generation education is 'the way' of attaining social mobility. In contrast, who stayed back in erstwhile East Pakistan, they see education as the only way to survive in the religiously fundamental environment, especially in rural settings. Through the critical analysis of textbooks including NCERT, Bihar State Textbooks, West Bengal State Textbooks and Bangladesh Textbooks, it was found that the representation of the aforesaid community is marginal which results in decline in interest amongst students towards education, as they do not feel connected with the official curricula. Alienation from their own culture and language further complicates their identity. From this it may be inferred that, this community is still ghettoized even after seven decades of migration and rehabilitation

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1. Introduction 2. Review of literature 3. Theoretical framework 4. Research methodology 5. Discussion and analysis part I East Bengal migrant community: historical roots 5. Discussion and analysis part II East Bengal migrant community: education and identity (RE)formation 6. Findings and conclusion. References. Appendix.

05. KUNWAR (Nidhi)

Exploring First Grade Children's Engagement with Writing in Writing Workshops.

Supervisor: Prof. Shobha Sinha

Th 26465

Abstract

The present study is a classroom-based research focused on first grade children's writing. The objective of the study was to explore the nature of first grade children's engagement with writing in writing workshops. The premise of the study draws from the theoretical framework of developmental and sociocultural perspectives of writing. The data for the study was collected from a first-grade classroom throughout an academic session. All children enrolled in the first grade of the selected school were the participants of the study.

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Introduction 2. Review of literature 3. Methodology 4. Data analysis and interpretations 5. Conclusion. References.

06. MATHEW (Manu V.)

The Political Economy of Engineering Curriculum Amidst Privatisation, Disruptions and Precarity: A Study of Student Activity Points in Kerala Technological University.

Supervisors: Dr. M. Rajendran and Prof. Shyam B. Menpn

Th 26022

Abstract

This dissertation is a study of the changes that has been happening in the engineering education curriculum in Kerala, the southern state of India, amidst rapid changes in technological processes and crisis in higher education. To explore these changes, I looked into the introduction of student activity points – aimed to equip students with soft skills, leadership qualities and entrepreneurial spirit – in the curriculum of engineering programs under Kerala Technological University, the technical university in charge of the academic and administrative affairs of engineering colleges in Kerala. I looked into curricular and policy documents that outlined the aims of student activity points in the engineering programs and conducted field study in an affiliated college to situate the context in which they were introduced in the curriculum, and what is its wider social, institutional and political meaning. I make the following arguments in the dissertation. One, student activity points are aimed at addressing the increasing student disruptions in campuses and to bring in multitudinous nature of campus disruptions within legal ambit. This has been necessitated following the changes in the nature of student activities and dispersion of student rebellions away from the traditional collective student political action to disparate activities that may or may not be necessarily demand based. Two, student activity points were introduced to the address the deep crisis within engineering education in particular and higher education in general. This crisis is a result of the crisis in skill training due to rapid changes in technology following automation as well as due to the crisis in the hierarchy of higher education that regulated the overall field of education in the state. Here student activity points can be read as a response to the demand for democratisation and massification of engineering education by the masses. Three, student activity points signal a qualitative change in the nature of privatisation in higher education in India, where from privatisation of education we are witnessing privatisation in education as the new mode of accumulation. Using student activity points, it has become possible to capitalize the inside of engineering education and this is in line with the broader unbundling processes within higher education.

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1. Engineering education in Kerala: contextualising the political economy 2. Methodology and theoretical considerations 3. Student activity points and the internal dynamics in college of engineering Trivandrum 4. Student activity points: between college of engineering Trivandrum and its outside 5. Students activity points and the new privatisation in engineering education in Kerala 6. Political economy of curricular changes in engineering education in Kerala. References.

07. PATRA (Ganesh)
Education of Children with Disabilities in Odisha.
 Supervisor: Dr. Subhash Chander
Th 26013

Abstract

The education of children with disabilities (CWDs) has been a matter of great concern across the world in the recent past. The educational inclusion and right to education of children with disabilities have received increased attention from a policy perspective in the last few decades. It has not only impacted the overall access to education but also influenced other related issues for them. The discourse of disability movements in the past have created several opportunities for the education of individuals with disabilities. In the Indian context, census, policy documents, and research studies show that there is a high dropout rate amongst the CWD leading to a low literacy rate among individuals with disabilities, and the concern for the education of CWDs is not just limited to the issue of access to primary and secondary school education. It stretches itself to the core values on which the system of formal education has been running across the country. It is necessary to understand and explore the challenges and opportunities that exist in different contexts related to the education of CWDs. After Sikkim, Odisha has the second-highest density of population with disability in India and comes under the red zone. This study has been carried out to critically analyze the existing policies and provisions of the Government of Odisha for the education of CWDs. This study explores the systemic practices of implementation at different stages right from identification of CWDs to the certification of their disability, to the distribution of scholarships to personal assistive devices, teachers' preparedness, parents' awareness and finally the collaboration amongst different stakeholders. A critical analysis of the various aspects of the above listed factors as well as their interplay has been attempted in this study. The study has been conducted across two districts of Odisha and focuses on the education of CWDs at the primary and secondary levels. To locate the challenges and opportunities related to their education, interactions with different stakeholders were done and observations of different institutions were carried out. Findings of this study shed some light on the ground reality of education of CWDs and point towards various bottlenecks in their successful inclusion. The study highlights that 2 many policies and provisions relating to the education of CWDs have been adopted by the government of Odisha and that it also has developed quite a few of its own. However, there are various lacunas that create a hindrance in meeting the specific objectives of these policies and provisions, primarily related to the discrepancies in the policy provisions on paper and their actual implementation at ground. None of the private schools of both districts under study exhibit any specific provision for the education of CWDs. The training programs for the grassroots level support staff have been found inadequate and their remunerations insufficient. The most unsettling discovery of the study has been the evident lack of collaboration also found amongst the different stakeholders involved in the education of the CWDs.

Contents

1. Introduction: the journey begins 2. Conceptual framework: developing roadmap 3. Design of the study: building blueprint for the journey 4. Analysis and interpretation decoding 5. Conclusion: lessons learned and the way forward. Bibliography. Annexures.

08. रजनी
साहित्य पठन की प्रक्रिया एवं कक्षा में साहित्य का शिक्षण अधिगम ।
 निर्देशिका: प्रोफेसर नीरा नारंग
Th 26021

सारांश

आमतौर पर भारतीय कक्षाओं में पढ़ने, सीखने और खाने को टुकड़ों में देखा जाता है। रहा है। भारतीय कक्षाओं में शुरू से ही शिक्षकों और शिक्षकों का पूरा जोर बच्चों पर होता है। केवल रट-पुनरावृत्ति और सुलेख- द्वारा अक्षर, मात्रा, बरखड़ी लिखने के अभ्यास पर चिंतित रहता है। जबकि पढ़ने की प्रक्रिया का पिछले दशकों में कई शोधकर्ताओं द्वारा अध्ययन किया गया है, और सहमत हैं कि लिखित सामग्री या प्रक्रिया को ही पढ़ना होगा। (एंडर्सन. 2008.118)। यह एक ऐसी प्रक्रिया है जिसमें कई परस्पर संबंधित जानकारी की आवश्यकता है। 'केवल लिखित शब्दों को पढ़ें और प्रतीकों का संहिताकरण सिर्फ नहीं है, बल्कि उससे कहीं अधिक व्यापक है।' (स्मिथ1971)। बहुत से अनुभव हमारे भीतर निवास करते हैं, जिन्हें हम पढ़ने-लिखने की प्रक्रिया में अनुभव करते हैं। शामिल करके, हम अधिग्रहण के चरण तक पहुँचते हैं। इस संदर्भ में हिन्दू साहित्य की चर्चा यदि हम करते हैं, तो हम पाते हैं कि साहित्य अपनी कलात्मकता में मानवीय आत्मीय अनुभवों को पाठक तक पहुँचाता है। साहित्य को आमने-सामने रखता है हजेसिल्यू रोसेनब्लैट (1938), लेखन को इस रूप में देखता है हम हज की तिलावत करते रहते हैं। यहां अगर हम थोड़ी देर रुकें और सोचें, कोई भी वयस्क वह उपन्यास उठाकर क्यों पढ़ता है या कहावतें क्यों पढ़ता है? साहित्य में पाठक वे क्या पाते हैं जो वे दैनिक समाचार पत्रों में दिए गए तथ्यों में नहीं पा सकते हैं? ये दो प्रश्न इसका सीधा सा उत्तर है कि साहित्य में ही हमें आत्मिक आनंद मिलता है। उपरोक्त संदर्भ में यदि हम भारतीय कक्षाओं में साहित्य के शिक्षण को देखें, तो हमें वह साहित्य मिलता है संबंध भाषा के शिक्षण में देखा जाता है। इस संदर्भ में एक विषय के रूप में भाषा शिक्षण के बाहर साहित्य की शायद ही कभी अपनी कोई विशेष पहचान रही हो; ऐतिहासिक रूप से, यदि आप सभी नीतिगत हस्तक्षेपों या परामर्शों को देखें, तो सभी शैक्षिक पढ़ने के लिए लिखित रूप में विषयों के शिक्षण और उसके शैक्षिक उद्देश्यों को प्राप्त किया जाता है। लेकिन, जैसे ही साहित्य को एक अनुशासन के रूप में देखने की बात आती है, यह आसान हो जाता है भाषा सम्बन्धी अध्यापन के उद्देश्य, रणनीतियाँ आदि दर्शनीय हैं किन्तु साहित्य नहीं के साथ जुड़ाव की सिफारिशें शायद ही कभी दिखाई देती हैं।

विषय सूची

1 साहित्य पठन की प्रक्रिया और स्कूली शिक्षा 2. संबन्धित साहित्य का सर्वेक्षण 3. शोध की सैद्धांतिक रूपरेखा 4. शोध अभिकल्प एवं शोध विधि 5. दत्त सामग्री का विश्लेषण एवं व्याख्या 6. शोध निष्कर्ष सीमाएँ एवं सुझाव. संदर्भ सूची. परिशिष्ट.

09. शर्मा (कंचन)
मुसहरो के बच्चे: संदर्भ विशेष में निर्मित होता बचपन ।
 निर्देशिक: प्रो० हनीत गांधी
Th 26020

सारांश

प्रस्तुत अध्ययन बिहार राज्य के संझौली प्रखण्ड में बसे मुसहर समुदाय के बच्चों पर केन्द्रित है। इन बच्चों के बचपन की सामाजिक निर्मित की पड़ताल करना शोध का प्रमुख उद्देश्य है। बचपन को समझने के मनोवैज्ञानिक और शारीरिक परिप्रेक्ष्यों का अनुगमन करने के बजाय इस अनुसंधान में बचपन संबंधी कानूनी समझ, ऐतिहासिक पड़ताल और मीडिया में बचपन के निरूपण का सहारा लिया गया है। इस तरह यह अध्ययन मुसहर समुदाय विशेष के सामाजिक आर्थिक शैक्षणिक और सामाजिक आयामों और दिनचर्या के मद्देनजर मुसहर बचपन की गहरी छानबीन करते हुए बचपन की सामाजिक निर्मित के विमर्श में योगदान करता है। शोध के डोरण व्याख्यात्मक प्रतिमान के तहत मानवशास्त्रीय प्रविधि और गुणात्मक विधियों का इस्तेमाल करते हुए क्षेत्र विशेष

का अध्ययन किया गया है। इनके ज़रिये मुसहर बच्चों के विशिष्ट सामाजिक यथार्थ को रेखांकित करते हुए दिखाया गया है की बचपन की निर्मिति में समुदाय की आंतरिक रचनाएँ किस तरह प्रधान भूमिका निभाती हैं। इसी के साथ यह अध्ययन उन विशिष्ट रूपों को भी सामने लाता है जो समुदाय के इर्द गिर्द मौजूद संस्थागत परिवेश से होने वाली जटिल अन्योन्यक्रिया के परिणामस्वरूप बचपन को प्रभावित करते हैं।

विषय सूची

1. शोध परिचय एवं भूमिका 2. बचपन एवं मुसहर : विमर्शों के इर्दगिर्द 3. शोध प्रारूप एवं प्रविधि 4. जीवन स्थितियों और बचपन की सामाजिक निर्मित 5. शोध सार एवं निष्कर्ष. संदर्भ सूची. ग्रंथ सूची. परिशिष्ट.

10. SETH (Nidhi)

Role of English textbook in promoting respect for diversity among secondary school students.

Supervisor: Prof. Namita Ranganathan

Th 26012

Abstract

The present study examines the role that literature in English textbooks can play in developing awareness and promoting respect for diversity among secondary school students. It draws its inspiration from two sources, the first being my lived experience in childhood which enticed me into the world of literature and how it impacted my thoughts, feelings ideas and perspectives on different issues. Respect for diversity has been defined quite broadly in this study to, include not just an awareness of diversity, attitudes of acceptance, respect and empathy but also an intent for action to attain social justice. Respect for diversity is a matter of personal intent with potential for translating into collective action. Hence, the space for critical literacy in the classroom and in his study for examining students' responses to literature. While the study focuses on the role of literature in promoting respect for diversity, it must be noted that a sudden change is improbable. Also, the value of real-life experience and of interacting with people belonging to different social groups is not valued any less and cannot be supplanted with the teaching of literature.

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1. Central focus conceptual framework and objectives of the study 2. Design and methodology of the study 3. Phase 1: Representations of diversity in English textbooks 4. Phase 2: Teachers views and perceptions about the markers of diversity in English textbooks 5. Classroom interactions and students' responses. Summary and discussion of key findings. Bibliography. References and textbooks. Appendix.

11. SHARMA (Smriti)

Teacher Educator's Perspective and Role in an Elementary Teacher Education Programme.

Supervisor: Prof. Poonam Batra

Th 26466

Abstract

The teacher is undoubtedly one of the most crucial 'components' of an educational setting. A teachers' attitudes, abilities, knowledge, perspectives and values critically

impact students 'learning and success within the school system. The arguments here is not to propose a direct correlation between 'student learning' and 'teacher effectiveness' in complete disregard to the system of education and its' context: but to argue that teachers and their emancipation are a major factor to engage with especially at the elementary school level. Empowered teachers can play a crucial role not only in processes of teaching learning but also in the larger educational discourse and practice by being part of policy making and the preparation of curricular materials.

Contents

1. Introduction 2. Review of related literature 3. Research methodology 4. Site of research: the bachelor of elementary education 5. Positioning the education of teachers in 'Praxis' 6. Curriculum as critical social dialogue 7. Delineating identities roles: narratives of teacher education 8. Conclusion. References. Appendices.

12. टीना कुमारी
भर्तृहरि का भाषा दर्शन और अर्थ बोध ।
निर्देशिका: प्रोफेसर नीरा नारंग
Th 26026

सारांश

राष्ट्रीय पाठ्यचर्या रूपरेखा, 2005 भाषा और भाषा शिक्षण की समझ को बढ़ाने के लिए भारतीय भाषा चिंतन पर काम किए जाने की आवश्यकता को इंगित करती है। यहीं से इस शोध कार्य को अवलंब प्राप्त होता है। भारतीय भाषा शास्त्रीय चिंतन धारा में एक महत्वपूर्ण नाम भर्तृहरि का है। "शब्द कारणमर्थस्य स हि तेनोपजयन्ते। तथा च बुद्धि विषयादर्थच्छदः प्रतीयते। बुद्धयर्थदिव बुद्धयर्थे जाते तदानि दृश्यते।" शब्द-व्यापार (भाषा) दो बुद्धियों के बीच विचार आदान-प्रदान का एक माध्यम है। (भर्तृहरि) भाषा का अध्ययन विचारों के आदान-प्रदान के औजार के रूप में और सम्पूर्ण वैश्विक चेतना के संबंध में महत्वपूर्ण है। भारतीय भाषा शास्त्रीय चिंतन धारा में यास्क, पाणिनि, पतंजलि और भर्तृहरि जैसे विश्व प्रसिद्ध नाम और भाषा के दार्शनिक और वैज्ञानिक चिंतन पर आधारित 'निरुक्त', 'अष्टाध्यायी', 'व्याकरण महाभाष्य' और 'वाक्यपदीयम्' जैसे उत्कृष्ट ग्रन्थ शामिल हैं। भाषा क्या है? सम्प्रेषण की प्रक्रिया कैसे होती है? शब्द क्या है? अर्थ क्या है? इन 2 प्रश्नों पर विचार करने लिए भर्तृहरि के ग्रंथ 'वाक्यपदीयम्' को शोध का आधार बनाया गया है। भर्तृहरि के अनुसार भाषा सम्प्रेषण का साधन मात्र नहीं है। भाषा सम्पूर्ण चेतना का दर्शनीय रूप है। भाषा मानव की सेवक नहीं है अपितु सम्पूर्ण जीवन जगत के समानान्तर प्रक्रिया है। शब्द की अंतर्निहित योग्यता क्षमता अर्थ है। व्यावहारिक सुविधा व अध्ययन के लिए बोली और सुनी जाने वाली भाषा (वैखरी) भाषा की केवल एक अवस्था है बाकी तीन अवस्थाएँ मध्यमा, पश्यंती, परा मनुष्य के भीतर आकार लेती हैं। भाषा केवल मौखिक या लिखित शब्द मात्र नहीं है। भाषा मानव में मौजूद सम्पूर्ण भाषिक क्षमता है। भाषा का स्वरूप समग्रता और एकत्व में है। भाषा को हम जिन भी उपविषयों में तोड़कर देखते हैं वह विश्लेषण की सुविधा के लिए है इसलिए विभाजन पर आधारित शिक्षण विधियाँ भाषा की समग्र समझ के लिए पर्याप्त नहीं हैं।

विषय सूची

1. भारतीय भाषा का शास्त्रीय चिंतन परंपरा की पृष्ठभूमि 2. भाषा और वाक 3. भर्तृहरि का भाषा चिंतन 4. शोध से निःसृत निष्कर्ष एवं शैक्षिक निहितार्थ 5. भावी शोध के लिए सुझाव. परिशिष्ट शोध में प्रयुक्त महत्वपूर्ण शब्दावली. संदर्भ ग्रंथ।
13. TOPPO (Amita Juliet)
People's Struggle for Education: A Case Study of Chhattisgarh.

Supervisor: Prof. Pankaj Arora
Th 26016

Abstract

The Indian Constitution assures education as a Fundamental Right to every child of the age 6-14 years across India. However, this situation stands bleaker in the case of the learners of tribal dominant region who still lack the opportunity for quality school education. When Right to Education was making its way in the State of Chhattisgarh, the State was also reeling under the rising impact of Naxalism. It is in this episodic scenario the researcher intended to conduct a case study of the State to understand what kind of struggle each stakeholder was undergoing for school education. A study was planned with an objective of developing a comprehensive understanding of the attitudes and aspirations of the learners, the parents/community and the envisioned role of the teachers/ educational personnels" towards school education. The study was conducted in two district of Chhattisgarh including students of 6th to 8th class of non-residential schools. Observations, group discussion, semi-structured interviews were used as the tool for data collection, distinctively, with all the stakeholders of the society. The enquiry was purely indepth-qualitative and exploratory in nature, reflects on the dynamics of education and speculates about the „needs“ of the schooling of the learners in the region per se. The present case study due to human impossibility explores the school education system only in the two districts i.e. North and South districts of the state of Chhattisgarh. However, it does not in tends to do a comparative study of the two districts undertaken in the study. The unique features of the two districts make it vital to be considered while studying the school education system. A case study, permeates a detailed study of what kind of challenges and issues different stakeholders in the school education system have to face who partake in the system. The primary stakeholders that is the learners and their parents are largely marginalised and disadvantaged group. Further, the stakeholders partake in a schooling system which is evolving in a region affected by a civil strife and that makes the struggle more elusive. Each stakeholder has its own perceptions for the schooling, its own experiences which need to be considered for a holistic school education system to evolve. It is this very struggle of them which has been attempted to contain in this study themed as- "People"s Struggle for Education: A case study of Chhattisgarh."

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1. Introduction 2. Conceptual framework 3. Methodology: the natural history of my research 4. Analysis: analysing the explored 5. Findings, discussion and suggestions. Bibliography. Appendices.

14. TOTI (Matli Robert)
Engagement of Learners with Visual Impairment in an Inclusive School of Lesotho: A Descriptive Phenomenology Approach.

Supervisor: Prof. Sailaja Chennat
Th 26027

Abstract

It is a universal concern to provide education for children with Disability (CWD). Lesotho, like other nations, has tried to develop inclusive policies that appeal to a wide variety of people

with disabilities. However, adopting these measures has not contributed to the successful integration of these practices across the country. Learners with VI are not an exception. This thesis argues for the need to offer appropriate and sufficient engagement for the learners with visual impairment (VI) in Lesotho's selected inclusive school. In the context of this thesis, student engagement is a multi-dimensional construct that denotes an interaction between a student and the learning environment. It defines how learners feel about the school environment, events and their contribution to education across behavioural, cognitive and emotional dimensions. Fundamentally, engagement is created, shared, and dependent upon educational relationships. Although interventions to improve the effectiveness of inclusive education for the learners with VI have been extensively discussed in the literature, less attention has been paid to the factors that affect their appropriate engagement in Lesotho's learning contexts. Their voice is merely absent. To fill this void, the researcher used the descriptive phenomenological approach to capture the interpretation, thoughts, and perceptions of six (6) learners with VI on how they made sense of these learning contexts through in-depth semi-structured interviews. For triangulation purpose, a focus group comprising four (4) learners with VI and thirteen (13) other protagonist were also interviewed. Finally, yet importantly, pictures taken from both the research's internal and external location were analyzed. For this study, this methodology was fitting, as it allowed the researcher to bracket all the preconceived notions, assumptions, myths and stereotypes towards the learners with VI. The researcher listened with an uncluttered mind, paving the way to see and hear their perspectives freshly through their own eyes and voices. Hursel refers to this method as "going back to things themselves"

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1. Context of the study 2. Delineation of student engagement 3. Engagement with inclusive context 4. Methodology 5. Analysis and findings 6. Interpretative discussion 7. Conclusion. References and Addenda.

15. YADAV (Reetu)
School Science and Gender: A Case of Haryana.
 Supervisor: Prof. Vandana Saxena
Th 26014

Abstract

This study explores the interaction of gender of the learner with science in the schools of Haryana. It analyzes classroom processes with reference to science learning and gender-based experiences in the specific context of Haryana. Furthermore, it comprehends how students relate to school science. It explores different personal, institutional and social factors affecting learning of science among girls and boys and their decision to opt for science at senior secondary. This is an attempt to develop an indepth understanding of classroom situations, gender-based beliefs, attitude, and concern of teachers. This study is conducted in two phases. During the first phase, data is obtained from school and students through observations and focus group discussions. During second phase, textbooks were analysed, data from students were collected using questionnaire. Teachers' perspectives were explored through semi-structured interviews. It's found that students' experience of learning science has been affected by a variety of factors, such as students' personal interest, family's socio-economic background, school environment, teachers' attitude towards

students and the subject. The study establishes that students of socially-disadvantaged groups of the society resist to continue with science owing to their economically-weaker background. This restrictive access to science learning further intensifies in case of female students. The study recommends the possibility of creating gender-neutral learning experiences in school science for each learner, irrespective of their gender. The textbook and other teaching-learning materials should be developed with a focus on addressing gender diversity. Teacher trainings, both at in- and pre-service level, need to focus on addressing teachers' beliefs system about gendered understanding of science as a subject and profession. This study also endorses the potential of science teaching to promote the quality of life of individuals; include and acknowledge communities and all the dimensions of science education at schools be tailored for students with any gender identity.

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1. Introduction 2. Conceptual framework 3. Research methodology 4. Data analysis and interpretation 5. Finding and conclusion. Bibliography. Appendices.
16. यादव (संतोष)
शिक्षित स्त्री के मायने और उसके समानान्तर संवाद: एक ऐतिहासिक अध्ययन।
 निर्देशिका: प्रो. पूनम बत्रा
 Th 26023

सारांश

प्रस्तुत शोध में उन्नीसवीं शताब्दी के उत्तरार्द्ध एवं बीसवीं शताब्दी के पूर्वार्द्ध में शिक्षित स्त्री के मानों को समझने और उसके समानान्तर संवादों की खोज करने की कोशिश की गयी है। यह शोध, समाजीकरण, पितृसत्ता और स्त्रियों की निर्मित होती 'नयी असमितताओं' के विभिन्न पहलुओं का अध्ययन है। प्रिंटिंग प्रैसों की स्थापना, छपी हुई पठन सामग्री का विस्तार, मौखिक एवं लिखित परम्पराओं का मिश्रण, शिक्षा के क्षेत्र में आ रहे बदलावों आदि से जो माहौल तैयार हुआ, उसने 'शिक्षित स्त्री' की अस्मिता को तीव्र बहस और विचार विमर्श का मुद्दा बना दिया। औपनिवेशिक राज्य, आर्थिक गतिविधियों को नए संदर्भों में औपनिवेशिक समाज में एक विस्तृत रूप प्रदान करता है। औपनिवेशिक राज्य का यह आर्थिक विस्तार समाजीकरण के नए आयामों को जन्म देता है। इन्हीं वैचारिक संघर्षों के बीच स्त्री और पुरुष अपनी अपनी असमितताओं की परिभाषाएँ गढ़ने के लिए संघर्षरत हैं।

विषय सूची

1. उन्नीसवीं शताब्दी के उत्तरार्द्ध एवं बीसवीं शताब्दी के पूर्वार्द्ध का यूरोपीय, ब्रितानी और हिंदुस्तानी संदर्भ 2. शोध की सैद्धांतिक पृष्ठभूमि 3. शोध की रूपरेखा एवं स्त्रियों का परिचय 4. स्त्री का पृतात्मक समाजीकरण 5. ज्ञान और शिक्षित स्त्री की अवधारणा 6. समानान्तर संवाद 7. प्राप्तियाँ एवं निष्कर्ष. संदर्भ सूची। परिशिष्टियों की सूची। चित्रावलियों की सूची।

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