

CHAPTER 11

CONTINUING EDUCATION & EXTENSION

Doctoral Theses

01. गुप्ता (विशाल कुमार)
स्कूली शिक्षा में ट्रांसजेंडर बच्चों का समावेशन : मुद्दे और चुनौतियाँ.
निर्देशक: प्रो. राजेश
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सारांश

प्रस्तुत शोध के माध्यम से शिक्षा को ट्रांसजेंडर सशक्तिकरण में महत्वपूर्ण घटक मानते हुए 'स्कूली शिक्षा में ट्रांसजेंडर बच्चों का समावेशन: मुद्दे और चुनौतियाँ' शोध विषय के अंतर्गत विश्लेषणात्मक अध्ययन का प्रयास किया गया है। 2011 की जनगणना के अनुसार, 0-6 आयु वर्ग के 55,000 बच्चों सहित लगभग 4.8 लाख की कुल जनसंख्या वाले ट्रांसजेंडर व्यक्तियों में कुल साक्षरता दर 56.1 प्रतिशत दर्ज की गई है। यह राष्ट्रीय औसत (भारत की जनगणना, 2011) के 74.04 प्रतिशत की तुलना में काफी कम है। अनुच्छेद 21 में वर्णित शिक्षा का अधिकार भी ट्रांसजेंडर को समान रूप से प्राप्त है। परंतु ट्रांसजेंडर सामाजिक बहिष्करण के कारण इस अधिकार से वह वंचित है। शिक्षा ट्रांसजेंडर समुदाय के सशक्तिकरण और सामाजिक समावेशन की कुंजी है। शिक्षा के माध्यम से समाज में उनके समावेशन के प्रयासों को सुविधाजनक बनाने के लिए स्कूल के स्तर पर बहिष्करण प्रथाओं के कारण मौजूदा संरचनात्मक बाधाओं का गहन मूल्यांकन किया जाना चाहिए। शोध अध्ययन में प्राथमिक स्रोत (क्षेत्रीय स्रोत) एवं द्वितीयक स्रोत (प्रलेखीय या दस्तावेजी स्रोत) का प्रयोग किया गया है। द्वितीयक स्रोतों के रूप में ट्रांसजेंडर से संबंधित सरकारी प्रतिवेदनों, सर्वेक्षणों के आंकड़े तथा शोध विषय से संबंधित विभिन्न आलेखों, प्रलेखों, पत्र-पत्रिकाओं एवं ग्रंथों में उपलब्ध सामग्री का प्रयोग किया है। प्रस्तुत शोध में वर्णात्मक और मिश्रित शोध प्रविधि का प्रयोग किया गया है। शोध अध्ययन के अंतर्गत प्रश्नावली और केस स्टडी के माध्यम से गुणात्मक और मात्रात्मक आकड़ों का संग्रहण किया गया है। अनुसंधान का उद्देश्य उच्चतम माध्यमिक शिक्षा के पाठ्यक्रम में ट्रांसजेंडर समुदाय के संदर्भ में उपलब्ध अध्ययन सामग्री, एनसीईआरटी और एससीईआरटी का ट्रांसजेंडर छात्रों के संदर्भ में गतिविधि, पाठ्यक्रम, प्रशिक्षण एवं शोध कार्यों का अध्ययन करना है। साथ ही दिल्ली के स्कूलों में शिक्षकों एवं विद्यार्थियों का ट्रांसजेंडर विद्यार्थियों के प्रति व्यवहार का अध्ययन एवं इन स्कूलों में ट्रांसजेंडर छात्रों से संबंधित ढांचागत संरचनात्मक सुविधाओं का अध्ययन करते हुए ट्रांसजेंडर समुदाय से जुड़े सामाजिक कार्यकर्ताओं और उनके गुरुओं की शिक्षा संबंधी धारणा को भी समझना है। शोध का औचित्य इस संदर्भ में महत्वपूर्ण है कि भारत में ट्रांसजेंडर समुदाय को विभिन्न प्रकार के उत्पीड़न, हाशिये पर रखे जाने, शोषण और उत्पीड़न का सामना करना पड़ता है तथा उनके साथ अछूत, बहिष्कृत, अनुपयोगी, गैर-मानवीय व्यवहार किया जाता है। इसलिए यह विषय महत्वपूर्ण बन जाता है कि ट्रांसजेंडर सशक्तिकरण में शिक्षा का महत्वपूर्ण स्थान है। प्रस्तावित अध्यायों में प्रस्तावना, संबंधित साहित्य का अध्ययन, शोध प्रविधि, आकड़ों का विश्लेषण : शिक्षकों का ट्रांसजेंडर छात्रों के प्रति दृष्टिकोण, आकड़ों का विश्लेषण : विद्यार्थियों का ट्रांसजेंडर छात्रों के प्रति दृष्टिकोण, केस स्टडी, निष्कर्ष एवं सुझाव शामिल है। अध्ययन से प्राप्त निष्कर्षों के आधार पर कहा जा सकता है कि ट्रांसजेंडर को शिक्षा के माध्यम से सशक्त बनाया जा सकता है। शोधकर्ता को पूर्ण आशा है कि शोध अध्ययन से प्राप्त निष्कर्ष एवं सुझाव ट्रांसजेंडर बच्चों के समावेशीकरण को प्रभावी बनाने में सहायक होंगे। शोध अध्ययन के निष्कर्षों के आधार पर प्रतिपादित सुझाव स्कूली शिक्षा में ट्रांसजेंडर बच्चों के समावेशन में सहायक होंगे।

विषय सूची

1. प्रस्तावना 2. सम्बंधित साहित्य का अध्ययन 3. शोध प्राविधि 4. आकड़ों का विश्लेषण: अध्यापकों का ट्रांसजेंडर विद्यार्थियों के प्रति दृष्टिकोण 5. आकड़ों का विश्लेषण: छात्र ट्रांसजेंडर विद्यार्थियों के प्रति दृष्टिकोण 6. केस स्टडी 7. निष्कर्ष और सुझाव, सन्दर्भ ग्रन्थ सूची

02. JOB (Binoy)

The Evolving Strategies of Leadership in Shaping Public Policies of Education in India.

Supervisor: Dr. Rupesh Kumar Gupta
Th 27805

Abstract

Abstract Over the decades, India's educational landscape has witnessed significant transformations, driven by diverse political leadership and evolving strategies to address the nation's academic challenges. This thesis studies the dynamic interplay between leadership strategies and public policy formulation in India's education realm. This study employs a comparative education approach, utilizing secondary datasets from various government agencies, newspapers, government reports, books, magazines, and scholarly articles to trace the evolution of educational policies from the pre-independence era to the present day. The research also incorporates a survey to gather public perception on leadership in education. At the same time, interviews and group discussions with the public representative, academician, stockholders like teachers, and students provided a deeper understanding of educational policies' practical implications and reception. The research analyses the roles and contributions of different periods in shaping educational reforms, focusing on critical periods of policy shifts. From foundational efforts and institution-building in the 1940s and 1950s, through the focus on technical education in the 1960s and 1970s, the drive for universal education in the 1980s and 1990s, to the recent emphasis on inclusiveness, skills, and digitalization from the 2000s to the present, the study describes the evolving strategies across different leadership eras. The public perception and stakeholder views highlight the need to promote integrity and transparency, foster inclusiveness, and strengthen data-driven approaches for enhancing education policymaking. The findings emphasize the critical role of visionary leadership and the importance of a clean public image in driving educational reforms in India. By providing a comprehensive analysis of historical and contemporary strategies, augmented with stakeholder perspectives, this thesis significantly contributes to the broader academic discourse on educational policymaking. It offers valuable lessons for emphasizing the importance of effective leadership in developing and implementing educational reforms. Keywords: education, public policies, reforms, strategies

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1. Introduction 2. Literature Review 3. Methodology 4. Education Reforms in India 5. Public Leadership in Education in India 6. Public Perception and Resource Allocation 7. Suggestions and Recommendations. Bibliography.

03. NITISH ANAND

Competency-Based Higher Education and Graduate Employability: A Study.

Supervisor: Dr. Rajesh
Th 27806

Abstract

This research investigated the relationship between competency-based higher education and graduate employability, with a specific focus on bachelor's degree programs in India. The study seeks to address the evolving demands of the modern economy, where knowledge and skills play a critical role in ensuring economic robustness and competitiveness. The research highlights and explores the essential competencies required by the labour market, assesses industry perspectives on these competencies, examines the role of competency-based education in promoting employability, and analyses how national policies of higher education address competency-based learning. The research employs a descriptive mixed-methods approach, incorporating qualitative data collection through interviews and quantitative data collection in Delhi & NCR. The analysis involves aggregating competencies, assessing their importance using Likert scales, and identifying key themes associated with each competency. The study's purpose is to determine the key competencies required for graduates in competency-based education programs, particularly in the social sciences discipline, and to identify effective learning activities for teaching these competencies. The rationale for the research lies in the need to align higher education with industry requirements, enhance graduates' job prospects, customize learning experiences, ensure quality education, address skill deficiencies, innovate pedagogy, validate competency-based education, inform policy, incorporate technology, and improve student achievement and retention. The proposed chapters include an introduction, literature review, research methodology, data interpretation and analysis, and conclusion with recommendations. The study draws on key references from scholarly literature and reports on education, human resource management, and competency-based education. The outcome of the research highlights the five key competencies that Industries think are crucial as generic skills for successful employability, valuable insights are highlighted into bridging the gap between academia and industry, thereby enhancing graduate employability and contributing to India's economic development. It has also provided policy recommendations about the effective implementation of the National Education Policy.

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1. Introduction 2. Review of Literature 3. Research Methodology 4. Analysis and Discussion of Results 5. Findings, Conclusion and Recommendations. Bibliography. Appendix.

04. PANDEY (Aakash)

Fostering an Entrepreneurial Ecosystem: Government and Lifelong Learning as Co-Pilots.

Supervisor: Prof. V.K. Dixit

Th 27807

Abstract

In today's rapidly changing world, fostering an environment where entrepreneurship thrives is crucial for economic growth and societal progress. This doctoral thesis explores the role of both government policies and lifelong learning initiatives in creating and sustaining such an entrepreneurial ecosystem. The study delves into how government interventions, such as regulatory frameworks, financial incentives, and support programs, can shape the landscape for startups and small businesses. It examines the effectiveness of these policies in providing a conducive environment for entrepreneurship to flourish, with a focus on fostering innovation, reducing

barriers to entry, and promoting access to resources. Additionally, the thesis investigates the importance of lifelong learning in nurturing an entrepreneurial mindset and equipping individuals with the skills and knowledge needed to succeed in a dynamic business environment. It explores various lifelong learning strategies, including formal education programs, vocational training, mentorship opportunities, and continuous skill development initiatives. Through empirical research, this thesis offers insights into how government policies and lifelong learning initiatives can work, and have been working, synergistically as co-pilots in fostering an entrepreneurial ecosystem. It identifies key factors that contribute to the success of such initiatives and provides recommendations for policymakers, educators, and other stakeholders to enhance their effectiveness in supporting entrepreneurship and driving economic growth. By shedding light on the interplay between government interventions and lifelong learning in nurturing entrepreneurial ventures, this research contributes to the ongoing discourse on fostering innovation, creating jobs, and building resilient economies in an increasingly competitive global landscape.

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1. Introduction 2. Review of Literature 3. Research Design 4. Government and Lifelong Learning – A Collaborative Approach 5. Data Interpretation and Analysis 6. Conclusion Bibliography.

05. PRATIBHA
Educational and Occupational Hazards of Workers Engaged in Scavenging: A Study of Delhi.
 Supervisor: Prof. Jai Prakash Dubey
Th 27808

Abstract

Manual scavenging is a matter of concern since many centuries. Earlier it was based on social factors, but it gradually changed according to time, demand, and technology. By the time it reached here, it started getting influenced by socio-economy, education, and occupation availability. This research is the result of a demand to study this influence. Research will discuss the historical background of Scavenging with the perspective of early Society, changing pattern of this occupation after the involvement of travelers (Aryans, Mughals, and Britisher), Influence of Socio-economic factors on the later stages of India Independence, role government towards this hazardous occupation since 1950- to present. In the Advanced chapters it will focus on comparison of educational Aspiration of scavenger's families for themselves and for their children, level of occupational hazards. During this research a case study of Four decedents families (Who died due to getting stuck in the sewer) also been conducted. This case is small part of the research to know the ground reality in a better way to analyze the present condition of this occupation. Main focus of this study is to know the role of Education in the rehabilitation and development of scavenger community, and will also focus on the occupational hazards and safety to eliminate death risks during the work. The study will focus on the NCT Delhi region and some part of Delhi NCR. Choice of area can attract the attention of readers with the Question, Why Delhi? The answer to this question is the political importance of this area, it is consider as one the Mega cities of the country, lies under the top 10 best educational system of the country and give 84.28% equity Outcome in education, According to Niti Aayog's Innovation Index, Delhi is ranked No. 1 among the Union Territories and city states in technology. All these factors of importance of Delhi create a demand to study the efforts made by this city to eliminate fatality risks, occupational hazards and increase the safety of workers

with the help of its innovations and technological advancements. Delhi is included in the top 10 best education systems, what efforts has the Delhi education system made for the education of this community, It being the capital of the country and a politically important city state, how significant are Delhi's efforts to help this community for rehabilitation? The case study of four deceased families will help in analyzing the role of Delhi as a mega city towards manual scavenging as a profession and scavenger as a community.

Contents

1. Introduction 2. Review of Literature 3. Research Methodology 4. Data Analysis and Findings 5. Conclusion and Recommendation. Bibliography. Annexure.

06. PURSHOTTAM

Accessibility to Quality of Education in Delhi: A Study of Scheduled Caste Undergraduate Students in Delhi Technical Education Institutions.

Supervisor: Dr. Rahul Yadav

Th 27809

Abstract

The Scheduled Caste population in India has benefited from the advances that modern education has brought about in both their social and economic lives. However, those who are considered to be of Scheduled Caste status, as well as women of Scheduled Caste status, are not included in the general population of students attending higher education institutions. The current research focuses on the relationship between the Scheduled Caste and higher education. In India, contemporary education is regarded as a vital instrument for bringing about justice, liberty, equality, and fraternity among the country's residents, who speak a variety of languages, practise a variety of religions, and come from a variety of ethnic backgrounds. In this sense, education is viewed of as a tool for bringing about social and economic change in the future democratic society. Today, illiteracy and a low level of education is a widespread issue across the nation that is problematic regardless of caste, religion, or area. Education has been shown to be the most effective tool for bringing about social and psychological changes among various communities in India, including scheduled castes, despite the fact that this is a matter that is of concern on a national scale. Despite this, it is a fact that education is the most powerful instrument. It is necessary to conduct research on the socioeconomic situation of students from Scheduled Castes who are enrolled in colleges affiliated with the University of Delhi, as well as an in-depth understanding of issues connected with the different kinds of difficulties and challenges that are experienced by students. Because the process of globalization has resulted in a reduction in the role that government-funded institutions and other forms of higher education play in India, this study will be pertinent to the topic at hand. The purpose of this chapter is to provide an analysis of the data that was gathered. Quantitative data are evaluated using statistical methods, while qualitative information is gleaned via open-ended questions, interviews, Focus Group Discussion (FGD), and case studies. The findings of the study can be broken down into six distinct categories due to the breadth of the research. The present study was an attempt towards participation of SC students enrolled in technical higher education. The basic assumption drawn from the survey of related literature was their low enrolment in engineering courses, and not well performed of those enrolled. In such a scenario, several participatory dimensions were identified with the help of three models, i.e. Interactionist, student integration, and social reproduction.

Contents

1. Introduction 2. Review of Literature 3. Research Methodology 4. Results and Discussion 5. Conclusion and Implications. Recommendation. Reference. Questionnaire.