

CHAPTER 14

EDUCATION

Doctoral Theses

01. BHARDWAJ (Mayank)
Learning Outcomes at Preparatory Stage: Perspectives and Possibilities.
Supervisors: Prof. Jyoti Sharma and Prof. Ashish Ranjan
Th 27449

Abstract

The concept of learning outcomes has been a significant focal point in education system globally. In India, the NCERT introduced the learning outcomes at the elementary stage in April 2017, and the National Education Policy (NEP) 2020 has also highlighted the attainment of learning outcomes as a critical indicator for quality education. It is in this emerging context, the present study explores the feasibility of learning outcome based education at preparatory stage. It further investigates the strengths & weaknesses of learning outcomes based education from teachers` and administrators` perspective. The present study aims to understand the context and the need to introduce learning outcomes in school curriculum. It further delineates the learning outcomes based curricular expectations, pedagogical practices, and assessment practices from the perspectives of teachers and school administrators. A mixed method based research design has been employed for carrying out the study which includes both quantitative and qualitative methods of data collection. The sample consisted of teachers (including mathematics teachers), school administrators and policymakers. The study first engages the research problem through quantitative & qualitative data collection and analysis followed by the focus group discussion with school teachers and school administrators for an in-depth understanding of the teachers` and administrators` perspectives. The analysis of education related policy documents has also been carried out to understand the trajectory and nuances of learning outcome based education in the Indian context. Tools employed for the present study are open/closed ended questionnaires and the focus group discussion with school teachers and administrators. Triangulation of data has been carried using descriptive statistics and thematic analysis. The findings of the study has indicated the high acceptability of the learning outcomes-based approach amongst the teachers and administrators, but there are gaps in their understanding of the idea behind learning outcomes. Training needs, lack of resources and the need for administrative support are a few suggestions emerged through data analysis. There are concerns with respect to autonomy of the teachers, and the need for assessment strategies that are aligned with learning outcome based teaching practices.

Contents

1. Introduction 2. Review of literature. 3. Research methodology. 4. Data analysis and discussion 5. Findings and conclusions. References.

02. GARABA (Athanas Marco)
Pedagogy in Technical and Vocational Education and Training (TVET) in Tanzania: An Exploratory Study.
 Supervisor: Prof. Sandeep Kumar
Th 27881

Abstract

Since the beginning of time, when people first became parents, teaching and learning have always been a part of life. With regard to the ongoing initiatives in Tanzania aiming at improving the excellence of TVET, the concept of pedagogy has been left behind; it is an important aspect of teaching and learning processes. Consequently, the researcher was compelled to develop a pedagogy framework based on students', teachers', and experts' existing situations, views, perspectives, opinions, and recommendations. The framework contributes a deeper understanding of why teachers implement specific pedagogical practices. As such, the study was set out with the title of "Pedagogy in Technical and Vocational Education and Training in Tanzania: An Exploratory Study" with the specific objectives of (i) to analyze the existing pedagogical practices in TVET institutions in Tanzania, (ii) to explore the perception of TVET teachers and learners on pedagogy in Tanzania, (iii) to explore the possibilities of improving the existing pedagogy for TVET teachers in Tanzania, and (iv) to design a "Pedagogy Framework" for Technical and Vocational Education and Training (TVET) in Tanzania. This study used an interpretive paradigm, and qualitative research was chosen. With this, an exploratory design was adhered to as it is an essential design for a problem that has yet to be identified to gain a deeper understanding of the prevailing research problem. In addition to that, the thematic analysis technique was used to obtain emerging themes. The findings of the study were highlighted as a lack of TVET policy, lack of technical teacher education colleges, lack of improvement in the delivery of education outputs and outcomes, and lack of continuous professional development program. This study underscores the fundamental role of pedagogy in TVET and education in general. The researcher calls upon the usability of the proposed comprehensive pedagogy framework for TVET teachers.

Contents

Introduction 2. Central Focus, Rationale and Objectives of the Study 3. Theoretical and Conceptual Framework of the Research 5. Research Methodology 6. Data Presentation and Analysis 7. Discussion, Conclusion and Implications. References and Appendices.

03. GUPTA (Sonu Lal)
Learning Outcomes in Mathematics Classroom: Exploring Learner's Position and Possibilities.
 Supervisors: Dr. Sunil Kumar and Prof. Jyoti Sharma
Th 27452

Abstract

The performance of secondary students in mathematics continues to be a matter of great concern in India. This study intends to explore the perception of students and teachers about the challenges faced by students during the study of mathematics and the relationship between students' perception and performance in mathematics. This research adopts an exploratory research design and employs a mixed-method approach for data analysis. Questionnaires, FGDs, semi-structured interviews,

observation schedules, and field notes have been used as research tools. Students have been categorized into three levels, low achievers, average achievers, and high achievers based on their performance in mathematics for deeper insights. This study found that the difficult nature of mathematics, ineffective teaching by maths teachers, lack of previous knowledge, and size of the syllabus are the prime academic challenges faced by low achievers while size of the syllabus, lack of help in math from family members, insufficient practice are the prime academic challenges faced by high achievers. Likewise, Lack of personal motivation and interest, home environment, and lack of concentration are the main psychological challenges faced by low achievers while pressure of performance in math, lack of concentration, and learning environment of math class are the main psychological challenges faced by high achievers. No significant difference is found between male and female students in terms of math anxiety and self-efficacy. This study finds a significant difference in the perceptions of teachers and students in terms of academic challenges, psychological challenges, and math anxiety faced by the students. Rationalizing the breadth and depth of the syllabus posed to the students, tuning the pace of teaching as per the pace of learners, and counselling students are a few suggestions to minimize the challenges of the students.

Contents

1. Introduction 2. Review of related literature. 3. Research methodology. 4. Data analysis and interpretation 5. Summary, findings, discussions and suggestions.

04. **जैनबहादुर**
उच्च शिक्षा में अन्य पिछड़े वर्ग के विद्यार्थियों के शैक्षिक अनुभवों का अध्ययन।
 निर्देशिका : डॉ. सुनीता सिंह
 Th 27462

सारांश

उच्च शिक्षा की प्रकृति और प्रक्रिया अपने आपमें विविधता के कई स्तर लिए हुए है खासतौर पर गुणवत्ता और पहुँच के संदर्भ में। समाज में विद्यमान असमानता के कारण सभी तबकों की पहुँच उच्च शिक्षा तक समान रूप से नहीं रही है। जातीय श्रेणीक्रम के आधार पर सामाजिक - धार्मिक, सांस्कृतिक, आर्थिक, नैतिक मूल्यों से निर्मित होने वाले सामाजिक समूहों के विशेषाधिकारों (privilege) का प्रभाव उनकी उच्च शिक्षा पर पड़ता है। सभी सामाजिक समूहों की उच्च शिक्षा तक समान पहुँच हो सके इसके लिए पिछड़े तबकों के लिए विशेष प्रावधान किए हैं। अपनी परम्परागत सामाजिक - धार्मिक, सांस्कृतिक, शैक्षिक इत्यादि वंचनाओं के कारण कई सामाजिक समूहों को पिछड़े वर्ग में रखा गया है। इन्हीं पिछड़े तबकों में 'अन्य पिछड़ा वर्ग' (ओबीसी) भी आता है। जिसके कारण इस वर्ग के लिए भी विशेष प्रावधान किए गए हैं। विशेष प्रावधान के पश्चात् अन्य पिछड़ा वर्ग के विद्यार्थियों की उच्च शिक्षा तक पहुँच में सकारात्मक प्रभाव पड़ता है। उच्च शिक्षा में अन्य पिछड़े वर्ग के विद्यार्थियों के शैक्षिक अनुभवों का अध्ययन इस शोध में किया गया है। शोध की प्रकृति गुणात्मक है जिसके लिए वर्णनात्मक, विश्लेषणात्मक शोध विधि और उपकरण के रूप में अर्द्धसंरचनात्मक साक्षात्कार, समूह चर्चा और अवलोकन उपयोग किया गया है जिससे शोध की गहराइयों, बारीकियों को समझा जा सके। जिसमें उच्च शिक्षा में ओबीसी विद्यार्थियों के सामाजिक - शैक्षिक, सांस्कृतिक आर्थिक, राजनीतिक पहलुओं के अंतर्संबंधों से संबंधित प्रश्न एवं बातचीत की गई है। शोध क्षेत्र के लिए एक उच्च शिक्षण संस्थान का चयन किया गया है। जहाँ ओबीसी विद्यार्थियों के अनुभवों का अध्ययन किया गया है। उच्च शिक्षा में अन्य पिछड़े वर्ग के विद्यार्थियों के पारिवारिक पृष्ठभूमि का प्रभाव, ओबीसी विद्यार्थियों का विभिन्न सामाजिक समूहों के विद्यार्थियों, शैक्षणिक - गैर-शैक्षणिक कर्मचारियों से अंतर्क्रिया, शिक्षण - अधिगम प्रक्रिया के विभिन्न पहलुओं, उच्च शिक्षण संस्थान में होने वाली विभिन्न गैर - शैक्षणिक गतिविधियों के संदर्भ में ओबीसी विद्यार्थियों के अनुभव को समझा गया है। जिसमें पाया जाता है कि ओबीसी विद्यार्थियों की सामाजिक - शैक्षिक, आर्थिक, राजनीतिक पृष्ठभूमि उच्च शिक्षा में

उनके अनुभवों को प्रभावित करता है। इस शोध कार्य के लिए सैद्धांतिक और किए गए संबंधित शोध कार्यों से अंतर्दृष्टि प्राप्त की गई है।

विषय सूची

1. विषय प्रवेश 2. उच्च शिक्षा और अन्य पिछड़ा वर्ग : सैद्धांतिक और व्यावहारिक समझ 3. शोध प्रविधि 4. विश्लेषण और विवेचन 5. निष्कर्ष.

05. Kavita Rani

Artificial Intelligence in Indian School Education System: An Exploratory Study of Tools Available and Dispositions of their Users.

Supervisor: Dr. Rakesh Kumar

Th 27457

Abstract

Like every other domain of human life, education has also undergone myriad changes in the last few decades. About a century back, education was not accessible to all. limited resources including manpower, and accessibility to education, irrespective of quality, has always been a core concern, especially in a vast country with a huge population like India. Education systems have evolved over time with digital technologies causing a significant shift by increasing the accessibility, interactivity, flexibility, and engagement of learning experiences. Artificial intelligence, one of the emerging technology is being used in schools all across the world, including India. But even with all of the excitement surrounding AI, its application in education is still in its infancy. The situation created by the COVID-19 pandemic has also brought in a paradigm shift from a predominantly physical mode of teaching-learning to an increasing use of virtual and digital modes. In the Indian context, the National Education Policy (NEP) 2020, envisages not only education for all but also inclusive and quality education with the help of advanced technologies. The government is also finding ways to use artificial intelligence (AI) technology through various initiatives to achieve this goal. Although most of us experience AI in some form or the other, we are still far from utilizing its full potential in teaching-learning processes and other related aspects of the domain of the education system. This study explores the extent of awareness and familiarity of Indian school teachers with AI-based tools, examining how they perceive and use these tools for various tasks. The study also looks into the challenges and factors affecting the usage of AI-based tools by school teachers. The findings show that although teachers are generally aware of AI and are also using it for a variety of academic and administrative tasks, there is still a lack of clarity on the difference between normal digital tools and the ones that utilize AI technology.

Contents

1. Introduction 2. Review of literature. 3. Research methodology. 4. Data analysis and discussion 5. Summary recommendations and conclusion.

06. MISHRA (Bhawana)

Exploring Learning Processes in the Context of Particulate Nature of Matter Among Students.

Supervisor: Dr. Rakesh Kumar

Th 27453

Abstract

'Exploring Learning Processes in the Context of Particulate Nature of Matter Among Students' 392/2019 Abstract- The Particulate Nature of Matter serves as a foundational concept in scientific fields like chemistry and physics, yet many students struggle to comprehend it fully, often maintaining alternative or incomplete understandings. This study aimed to delve into students' perspectives on this concept and uncover their learning processes. Using a mixed-methods approach involving interviews and observations among diverse grade 10 and 12 students, the research aimed to extract insights. The findings revealed a spectrum of complex and diverse conceptions among students regarding the particulate nature of matter. Many held alternative beliefs, from considering matter as continuous to perceiving it as endlessly divisible particles. The study reveals findings that students have certain alternative conceptions which influenced their conceptual grasp and learning processes. The implications of this research are far-reaching. Firstly, it highlights the persistence of alternative conceptions, stressing the need for targeted interventions and teaching strategies. Addressing these misconceptions early in students' education is crucial to prevent deep-rooted incorrect beliefs. Moreover, educators need to be cognizant of students' learning processes, actively engaging them in conceptual change. This study's implications extend beyond academics, suggesting ways to inform curriculum design, textbooks, and teaching practices. Recognizing students' diverse conceptions allows educators to tailor teaching methods, bridging learning gaps. It advocates for interactive, inquiry-based approaches to foster better conceptual development and encourage scientific thinking among students. Ultimately, this research underscores the importance of understanding students' perspectives and adapting teaching methodologies to enhance their comprehension of fundamental scientific principle

Contents

1. Introduction 2. Review of Related Literature and Theoretical Framework 3. Research Methodology. 4. Analysis of Data. 5. Findings, Conclusions and Implications. References.

07. MITTAL (Aditi)
Masculinity in Higher Education: An Exploratory Study of the Indian Education System.
 Supervisor: Prof. D. Parimala
Th 27454

Abstract

One aspect of society that has an impact on our lives is gender. It becomes important to study how gender stereotyping and gender roles are influencing the overall being of the person. This research is exploring ways in which men studying in higher educational institutions face this societal pressure of 'being a man'. This study attempts to understand how the Indian education system influences gender identity (i.e. masculinity in this research) among male students of the higher education institutions. This provokes the researcher to ask how do male students studying in higher education institution understand and define masculinity? This research is located in interpretivist paradigm and used mixed method research design to seek answers to these questions. Questionnaires and case studies were used to understand experiences of male students of under-graduation and post-graduation programmes related to influence of various factors on their masculinities, particularly higher education institutions. The findings of this study align with the

broader societal expectations that valorise muscularity and physical strength as essential markers of masculinity. The participants' narratives in the case studies revealed the pressure to conform to societal expectations and the challenges of challenging traditional gender roles. The higher education institutions have a significant role to play in promoting gender equality and inclusivity in the university campuses and the society in general. Through this study, it has emerged from the response of the participants that higher education institutions have played a significant role in broadening up their thinking and impacting their thinking process and eventually their behaviours. HEIs have a significant role to play, by easing out their pressures and directing them with the best possible solutions. Responses of the study has shown that there is optimism for a progressive and a modern society in future.

Contents

1. Masculinity in higher education: an exploratory study of the Indian education system 2. Review of related literature on masculinity and higher education institutions. 3. Masculinity in government policies and socio-economic scenario in higher education 4. Research Methodological Routes Undertaken in this Research on Masculinity in Higher Education Institutions. 5. Field Data Analysis and Findings of the Study on Masculinity in Higher Education Institutions (HEIs) in Delhi.6. Conclusion of the Study on Masculinity in Higher Education. Bibliography.

08. ओमप्रकाश

विद्यालय में विकसित होती अस्मिताएँ।

निर्देशक: प्रो. संदीप कुमार

Th 27463

सारांश

संक्षिप्तिका अस्मिता निर्माण एक समाज संदर्भित सतत् रूप से चलने वाली प्रक्रिया है। एक विद्यार्थी के जीवन में इस प्रक्रिया के विकास को विभिन्न संस्थाएं आकार देती है जिनमें विद्यालय की भूमिका अपरिहार्य है। शैक्षिक विमर्श के तहत विद्यालय ऐसी संस्था के रूप में पहचाने जाते हैं जहाँ विभिन्न संदर्भों, घटकों, गतिविधियों आदि की आपसी अंतर्क्रिया एवं इनकी विद्यार्थियों के साथ होने वाली अंतर्क्रिया महत्वपूर्ण स्थान रखती है। विद्यालय में विकसित होती अस्मिताएँ अपने परिघटनावादी परिपेक्ष के सन्दर्भ में अद्विष्टता के साथ अस्तित्व बनाये रखती है। यह अद्विष्टता यह समझाने की आवश्यकता को सुनिश्चित करती है कि किस तरह की अंतर्क्रिया विद्यार्थी की अस्मिता निर्माण में निर्णायक भूमिका निभाती है। उपर्युक्त के सन्दर्भ में, प्रस्तुत शोध कार्य इन विविधताओं की अंतर्क्रिया में विद्यमान अद्विष्टता के सापेक्ष विद्यालय में विद्यार्थियों की अस्मिता निर्माण की प्रक्रिया को विशदीकृत करती है। प्रस्तुत शोध की प्रकृति गुणात्मक है जिसके तहत विश्लेषणात्मक प्रकरण शोध विधि और उपकरण के रूप में अर्ध-संरचनात्मक साक्षात्कार, वृत्तांत एवं अवलोकन का उपयोग किया गया है जिससे शोध कार्य की गहराइयों एवं निहितार्थों को संदर्भित किया जा सके और एक विद्यालय में पढ़ने वाले विद्यार्थियों की अस्मिता निर्माण की प्रक्रिया को सघनता से जाना जा सके। प्रस्तुत शोध कार्य एक सरकारी विद्यालय में किया गया है और उस विद्यालय के ग्यारहवीं एवं बारहवीं के विद्यार्थियों का "प्रकरण अध्ययन" किया गया है। अतः प्रस्तुत शोध कार्य में विद्यार्थियों के अस्मिता निर्माण की प्रक्रिया के सापेक्ष उनके जीवन के अनुभवों को सारगर्भित एवं व्यापक रूप से समझने का प्रयास किया गया है। इस प्रक्रिया के तहत एकत्रित आकड़ों/सूचनाओं एवं उपलब्ध शैक्षिक विमर्श के सापेक्ष उन घटकों को पहचाना गया जो इन विद्यार्थियों की अस्मिता विकास की प्रक्रिया को अधिकतम संदर्भों/ संभावनाओं के माध्यम से प्रस्तुत कर पाएँ। प्रस्तुत शोध विकासात्मक शोधों की श्रृंखला में महत्वपूर्ण योगदान के लिए प्रतिबद्धता को प्रकट करता है। कूट शब्द : अस्मिता, विद्यार्थी, विद्यालय।

विषय सूची

1. प्रस्तावना 2. सैद्धांतिक आधार एवं वैचारिक ढांचा 3. शोध विधि एवं शोध प्रविधियां 4. विकसित होती अस्मिताएँ : विश्लेषणात्मक विशदीकरण 5. परिचर्चा, निष्कर्ष एवं शैक्षिक निहितार्थ। उपसंहार। संदर्भ ग्रंथ सूची।

09. PARDIP

Family Quality of Life of Individuals with Intellectual and Developmental Disabilities Attending Special Schools in Haryana.

Supervisor: Dr. Sunita Singh

Th 27455

Abstract

Abstract The concept of family quality of life (FQOL) refers to a dynamic perception of well-being that is collectively and subjectively defined. It influenced by identified Individual and family needs interaction. This research analysis focuses on both the theoretical underpinnings and practical application of the conceptual framework of FQOL. The research aimed to assess the status of families with intellectual and developmental disabilities. Furthermore, it exclusively focuses on the personal experiences of family members who have Individual with IDD. Consequently, this research aimed to suggest regarding improvement in FQOL of individuals with IDD. The study used sequential explanatory design approach for quantitative to qualitative data collection phase. Two tools were used during the quantitative phase: (1) Beach canter FQOL. (2) Identifying needs for IDD. A total of 290 families with individuals with (IDD) were chosen through cluster sampling from 15 special schools in Haryana state. ANOVA, EFA, CFA, and AMOS were used for the data analysis. Out of 290 families, 15 families were chosen for qualitative phase. The triangulation was done through using Interview and FGD techniques. Further thematic and narrative analysis was done based on family lived experiences. The study's findings highlight the concerns, challenges and identified needs of the IDD and FQOL. Quantitatively significant main and interaction effect were found between different selected domains and variables. The outcome of this research may apply for improvement of the family quality of life, empowerment, and inclusion for the IDD with their family. Based on the findings, researcher revisits the conceptual framework and engages in discussions with six professionals to explore the correlation between family needs and outcomes.

Contents

1. Introduction 2. Reviews of literature. 3. Methodology. 4. Data analysis. 5. Discussion and conclusion. Bibliography.

10. PREETI KUMARI

Higher Education of Rural Women: Aspirations and Challenges.

Supervisor: Dr. Kanchan

Th 27456

Abstract

This research explores the educational, occupational, and social aspirations of female students enrolled in Higher Education Institutions (HEIs) in the state of Bihar, India. The study aims to investigate the nature of these aspirations, the factors influencing them, and the challenges hindering their realization. Additionally, it

seeks to understand how higher education impacts the aspirations of these women. The context of this study emerges from a research gap in the field of higher education. Aspirations are frequently discussed concerning school-age children, with a particular focus on increasing access to higher education. However, there is limited research that considers aspirations as a fundamental construct in understanding the university experience and graduate outcomes. This research addresses this gap by emphasizing the significance of aspirations among rural women in the context of higher education. The research methodology involves a survey of female students studying in government HEIs across two selected districts, Begusarai and Samastipur. While the survey was primarily distributed via online Google Forms, responses from students in other districts were also considered to enhance the richness of the analysis and facilitate comparisons. A total of 418 responses were analyzed. Furthermore, in-depth interviews were conducted with 15 randomly selected participants from the survey to gain deeper insights into their aspirations. The major findings reveal that respondents, regardless of their socio-economic backgrounds, possess high aspirations for upward mobility and success. The study underscores the pivotal role of social circumstances in determining the pathways toward realizing these aspirations. It challenges the notion of aspiration deficit among disadvantaged students, instead highlighting the lack of social and cultural capital as the primary obstacle to achieving their aspirations. This research also critically examines the concept of aspiration as an object of neoliberal discourse. It highlights how the discourse perpetuates the idea that raising aspirations is the solution to globalized world problems, placing the burden of success and failure on individuals without acknowledging their positionalities. The study offers significant contributions to understanding the discourse of aspiration in neoliberal India, particularly in its implications for remote and disadvantaged sections of society. By shedding light on the complex interplay of aspirations, social context, and higher education, this research provides valuable insights for policymakers, educators, and researchers in the field of higher education and social development.

Contents

1. Introduction 2. Review of literature. 3. Conceptual framework. 4 Research methodology. 5. Analysis i: exploring aspirations. 6. Analysis ii: interdiscursivity 7. Conclusion. 8. References. 9. Annexures.

11. R. DHIYANESH
Socio-Cultural Contexts in Shaping Individuals' Social Justice Ideas and Intentionality.

Supervisor: Dr. Seema Sarohe
Th 27451

Abstract

Sociology of education is aimed at the social critique of schooling and educational processes, in pursuit of democratising those processes and their relationship with the larger society towards social justice. That way, social justice is of central relevance to educational discourses, in the same way as education, as an important social institution, is a distinct sphere of justice in human societies. This research, as is evident from the title, is aimed to understand how individuals (school teachers and counsellors) perceive, envision, and promote various aspects of social justice in their respective school and classroom (institutional and pedagogical) contexts. The emphatic focus is at the exploration of a multitude of socio-cultural factors and contexts that influence or shape their perceptions of and intentionality towards social justice principles and practices. Following the traditions of sociology of

education and phenomenology, the study considers that the subjectivities of the justice debates involve individual's beliefs, perceptions, and intentionality. The study contextually links the intentionality of school teachers to their awareness on social justice principles in a school setting, to understand the influence of various cultural factors on their ideas and values about social justice. Further, the study has explored how teachers' intentionality towards social justice and their pedagogical practices in classrooms can be understood through the lens of culture and capabilities. The role played by their cultural values and social settings in shaping their ideas and actions to promote justice in classrooms is studied. The research considered their narratives on lived experiences, identities and other subjectivities in their personal and professional lives in structuring their understandings and interests (that influence their intentionality) towards social justice, socially and culturally just pedagogies. With larger social institutions and values greatly influencing the individuals, the research has brought out the ways in which teachers justify their educational practices and teaching pedagogies for a 'just' schooling and society. As qualitative research, the study involved individual conversational interviews with teachers and counsellors working in a school setup. The sample frame of the study included participants coming from a diverse range of socio-politico-cultural contexts across castes and ethnic backgrounds, gender identities, educators working in rural and tribal schools, and those working in the field of disability and special education.

Contents

1. Introduction 2. Theoretical Perspectives and Insights from Literature 3. Methodology. 4. Teachers' Ideas of Social Justice. 5. Teacher's Social Justice Intentionality and Classroom Practices. 6. Conclusion.

12.

रुचि

मेघालयस्थ माध्यमिक विद्यालयों के हिंदी भाषा शिक्षकों की शिक्षण विधियों एवं उसका छात्रों पर प्रभाव का समीक्षात्मक अध्ययन।

निर्देशक : प्रो. ज्ञानेंद्र कुमार

Th 27883

सारांश

भाषा एक सामाजिक क्रिया है, समाज में यह विचार-विनिमय का साधन है। संसार का अधिकांश व्यवहार बोलचाल अथवा लिखा-पढ़ी से चलता है, इसलिए भाषा संसार के व्यवहार मूल है। किसी भी राष्ट्र की प्रगति, समृद्धि एवं संस्कृति का मूल आधार शिक्षा होती है। शिक्षा पूरी तरह से भाषा पर निर्भर करती है और भाषा अधिगम एक चेतन प्रक्रिया है। बालक भाषा के अंश को न सीखकर उसके समग्र रूप को सीखता है। अंतः भाषा सिखाते समय ऐसी विधियाँ अपनाई जाती है जिससे बालक भाषा का अधिगम उत्सुकता पूर्वक कर सके। परन्तु जब भाषा अधिगम मातृभाषा के अतिरिक्त द्वितीय/ तृतीय भाषा का हो तो यह कार्य थोड़ा मुश्किल हो जाता है। उपर्युक्त संदर्भ में, प्रस्तुत शोध कार्य में हिंदी इतर क्षेत्र में हिंदी शिक्षण की विधियाँ एवं उनका छात्रों पर प्रभाव को समझने का प्रयास किया गया है। प्रस्तुत शोध की प्रकृति वर्णनात्मक विधि और उपकरण के रूप में असंरचित साक्षात्कार, प्रश्नावली एवं अवलोकन का उपयोग किया गया है जिससे शोध कार्य की गहराइयों एवं निहितार्थों को संदर्भित किया जा सके। प्रस्तुत शोध कार्य में माध्यमिक विद्यालय के कक्षा छठी एवं आठवीं के छात्रों एवं हिंदी शिक्षकों, अभिभावकों का चयन किया गया है। शोध कार्य से प्राप्त आकड़ों और सूचनाओं के माध्यम से यह समझने का प्रयास किया गया है कि हिंदी इतर क्षेत्र में हिंदी शिक्षण की कठिनाइयों को, छात्रों को अन्य भाषा सीखने में आने वाली समस्याओं और उनके समाधानों को प्रस्तुत किया गया है। प्रस्तुत शोध विकासात्मक शोधों की श्रृंखलाओं में महत्वपूर्ण योगदान के लिए प्रतिबद्धता को प्रकट करता है।

विषय सूची

1. भूमिका 2. संबंधित साहित्य का अध्ययन 3. अनुसंधान अभिकल्प 4. आंकड़ों का प्रस्तुतीकरण, विश्लेषण एवं व्याख्या 5. निष्कर्ष एवं सुझाव। संदर्भ ग्रंथ सूची। परिशिष्ट।

13.

RUCHI

Process-Oriented Mathematics Lesson Planning: A Design-Based Study.

Supervisor: Prof. Haneet Gandhi

Th 27458

Abstract

Lesson Planning has been an inseparable component of teacher education programme which continues till in-service tenure. Lesson Plans act as a road map and directs teachers to achieve pre-determined learning goals in a specified time, giving support in doing assessment and trying out new strategies. The significance of Lesson Plans for effective content delivery and classroom instruction has been voiced by many researchers. Among the various subjects that curriculum offers to students, mathematics is considered as an important subject that needs to be mastered by the student, yet its abstract nature makes it a difficult subject. Policies globally have recommended to construct mathematical learning upon mathematical processes to achieve the goals of child's mathematization of thought. Hence, it is of utmost importance that teachers instruct students by honing the mathematical processes among them. This, indicates mathematics lesson plans should be based on mathematical processes and be essentially process-oriented. This study, aimed to explore mathematics lesson plan prepared by the pre-service teachers to bring out the theory-praxis disconnects. It further intended to propose suggestive measures for effective mathematics lesson planning that bridge the existing gaps and check the acceptability of Process-Oriented Lesson Plans among in-service teachers. The current study uses the framework of the Design-Based Research and is carried out in three phases. Findings reveals that Mathematics Lesson Plans still follow behaviouristic and instructional theory approaches. Authority structures seen through the lens of lexical bundles suggest that personal authority is given paramount importance. Plans lack mathematical processes and reflections of curricular subjects studied during teacher education program. On the basis of these findings elements to develop process-oriented mathematics lesson plans are proposed. These are then presented to in-service teachers for feedback and developing lesson plans. On the basis of feedback certain modifications are made and final elements are presented.

Contents

1. Introduction 2. Theoretical Background of Lesson Planning. 3. Methodology. 4. Phase I: Analysing Issues in Mathematics Lesson Plans. 5. Phase II: Developing Process-Oriented Mathematics Lesson Plan Framework. 6. Phase III: Assessment of Process-Oriented Mathematics Lesson Plan Framework. 7. Findings, Conclusions and Suggestions. References.

14.

SALEK (Zakrea)

Teaching English to University Students in Afghanistan through the use of Literature: Challenges and Perspectives.

Supervisors: Prof. Alka Behari and Dr. Veena Kapur

Th 27459

Abstract

Literature has been used successfully in modern times to educate speaking skills in a variety of foreign languages. The status of this particular method is a little different in Afghanistan. Even though the country has a huge population that is interested in learning foreign languages, programmes that are mainly taught in government institutions (including Universities) need to be revised. Most institutions of Higher Education in the country have not been able to appropriately implement the use of literature in EFL classrooms. What are the challenges that the universities in the country currently face regarding the incorporation of literature in their EFL curriculum? Overall, this study is primarily focused on understanding whether students and practitioners believe that literature could be a viable tool to advance speaking abilities in English. However, this study not only focuses on unravelling the potential challenges that the practitioners face while implementing literature in EFL classrooms but also the challenges that the students face in learning EFL through literature. The survey for this study was conducted to assess at least the responses of 200 students and 20 teachers from Kabul University and the University of Education in Kabul. Within the same research sites, a controlled observation checklist was also carried out for further reliability of the study. The quantitative study concluded that most of the students and teachers are enthusiastic about learning and teaching Spoken English through the means of literature, even though this could entail confronting some major structural challenges that inhibit the implementation of literature as a resource in the aforementioned context. The conclusions drawn from this study are expected to inform the development of contextually relevant teaching approaches that allow Afghan students to communicate successfully through Spoken English and engage confidently in the global society

Contents

1. Introduction 2. review of literature. 3. Research methodology. 4.Data analysis and discussion. 5. Conclusion. References.

15. SHARMA (Meenu)
Experience and Perception of People with Physical Disability about Sexuality and the Body.

Supervisor: Prof. Preeti Vivek Mishra and Dr. Sailaja Chennat
Th 27883

Abstract

Persons with disabilities are identified in the new Convention on the Rights of Persons with Disabilities as “those who have long-term physical, mental, intellectual, or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others” (WHO, 2009). Sexuality and ideas related to body is one of the important areas where people with disability continue to face discrimination. After reviewing various literature, the researcher identified how important sexual well-being is for every person, and since people with disabilities have been devoid of this, it becomes all the more important for them. In India, it is still considered immoral and demurred to talk about sex and other issues related to it. This study was an effort to normalize sexuality and the idea of diverse bodies for disabled people. The main objectives of this study are to know the experiences and perceptions of people with disabilities regarding their sexuality and their bodies, to understand the kinds of barriers they face while

claiming their sexuality and their concept of body-image. It has also been an attempt to find out practical and reliable solutions about how discussions on bodies especially of people with disabilities, can be effectively carried out in classrooms and how institutions can be made a safe space that would help in combating discrimination of people with disabilities, especially with regard to their body and appearance. Narrative inquiry was used as method under which narrative interviewing was used as the tool to collect data from people with disability. Major findings of the study reveal that participants considered themselves less sexually desirable than able-bodied people; according to them, their disability was the reason why they did not look attractive or were not sexually desirable. Inclusive education in India focuses only on the academic part of inclusion and that there is hardly any focus on the behaviour of people with disabled people as crucial segment of social inclusion. The need to introduce and discuss the idea of body in the classrooms so that children with or without disabilities can be familiarised with each and every type of body has also emerged.

Contents

1. Introduction 2. Review of Related Literature 3. Theoretical Framework 4 Methodology 5 Data Analysis & Interpretative Discussion 6 Summary and Conclusion 7. References.

16. SHARMA (Pooja)
Role of Stakeholders in Inclusive Education of Students with Disabilities: An Exploratory Study.
 Supervisors: Dr. Sunil Kumar and Prof. Sailaja Chennat
Th 27460

Abstract

The present study is an attempt to understand the status of inclusion of students with disability (SWD) in the selected schools of a district in Himachal Pradesh. SWD, teachers, parents, Head were the stakeholders. The study aimed at realizing five objectives. The first objective was regarding the availability of educational provisions for SWD in schools, second, the perceptions of stakeholders, i.e., special educators, Head of the school, teachers, and DIET IED coordinator about inclusive education, third was associated with parents, fourth was concerned with the relationship of SWD with peers in the selected schools and last objective was regarding the school experiences of SWD. Purposive sampling was carried out for selecting samples for this study. The study was done in two blocks of Kangra district of Himachal Pradesh. The database generated through this study is thought to inform the Government and policy makers while planning the future course of action for effective inclusive education of SWD. Qualitative approach was adopted for carrying out the study using interviews, classroom observations, checklists, questionnaires, and focus group discussions as tools to collect data. The study was carried out using an exploratory research approach and thematic content analysis was carried out to make meaning of the collected data. The major findings as far as the first objective, it was found that the condition of school infrastructure was deplorable including ramps, ramps with railings, and toilets, libraries, labs and classrooms were all disability friendly. With reference to the second objective, it was realized that despite the growing emphasis on inclusive education, there were still some special educators, teachers and Heads who lacked the necessary knowledge and training to effectively implement inclusive practice in their classes and school. It was found that the SSA IED coordinator was hesitant and not fully committed to the practices of inclusion of all SWD in the district and gave multiple reasons for this reality. Coming to the third

objective, parents of SWD were bogged down with many obstacles in their children's education. With reference to their children's needs, problems, parents had not attended any orientation programs. Most parents of students without disabilities, were encouraging and optimistic about the education of SWDs in regular schools. The fourth one was regarding the relationship of peer group with SWD - the majority of them appeared to have been sensitized by the teachers about empathizing with SWDs and encouraging them in school activities. Contrary, in one school non-disabled students did not count SWD as their classmates. The last objective was regarding various curricular and co-curricular experiences of SWD. There were attempts to include SWDs in the schools but SWD at times did not feel at home in the school environment.

Contents

1. Background of the study 2. Review of related literature. 3. Research methodology
4. Analysis and interpretative discussion. 5. Summary and conclusion.

17. YADAV (Pushpendra)

Effect of Concept Mapping on Elementary Students' Meaningful Learning and their Beliefs in Mathematics: An Explanatory Sequential Study.

Supervisor: Prof. Meenakshi Ingole

Th 27461

Abstract

A concept map is a cognitive tool which assists in representing information systematically in pictorial form. From last decade, the use of concept maps has increased significantly for school education. The present research aim was to develop a concept mapping instruction module based on the Class VIII (NCERT) Mathematics textbook and to analyze the effect of concept map-based instruction on students' mathematics achievement, meaningful learning, and mathematical beliefs. The researcher has used concept map-based instruction and conventional teaching methods to teach Class VIII mathematics. In research methodology, an explanatory sequential research design was used. The quantitative phase was a non-equivalent comparison group design. Participants were selected from two Kendriya Vidyalayas of Delhi through purposive sampling. The researcher constructed and standardized Likert scales to analyze meaningful learning and mathematical beliefs. In qualitative phase, to explore mathematical beliefs and meaningful learning focus group interviews and semi-structured interviews for students and teachers were conducted. Interviews were analyzed using an inductive-deductive approach of thematic analysis. Quantitative data analysis shows that the experiment group was statistically significant for treatment. The mathematics achievement score of the experimental group is higher than the control group. However, qualitative analysis shows that most students and teachers believe mathematics is difficult to understand than other subjects. However many students have a sense of fear and anxiety while solving mathematics problems which shows negative belief towards mathematics. Moreover, analysis also reveals that the experimental group creates comprehensive concept maps and shows better connections between previously and newly learned mathematics concepts, which impacting on mathematic achievement scores and meaningful learning in mathematics.

Contents

1. Introduction 2. Review of related literature. 3. Design of the study. 4. Instructional design. 5. Descriptive & inferential analysis of data. 6. Qualitative analysis of data 7. Findings, conclusion and suggestions. Bibliography.

18. यादव (समरजीत)
विद्यालयों में पहचान की राजनीति: सामाजिक-ऐतिहासिक अध्ययन।
 निर्देशक : प्रो. आशीष रंजन
 Th 27465

सारांश

भारत की विद्यालयी व्यवस्था प्रबंधन और संरचना के संबंध में बहुस्तरीय और विविध है। विद्यालयी शिक्षा की इन विशेषताओं को सरकारी विद्यालय, निजी विद्यालय, सरकारी सहायता प्राप्त विद्यालय जैसे प्रकारों में समझा जा सकता है। ये वृहदतर वर्ग प्रबंधन और शुल्क के आधार पर विद्यालयी संरचना को समझते हैं लेकिन विद्यालय संगठन और प्रबंधन की सामाजिक अस्मिता बोधक इकाइयों जैसे- जाति, जेंडर, दिव्यांगता और भाषा को संज्ञान में नहीं लेते। 'अस्मिता की राजनीति' का सैद्धान्तिक उपागम व्यक्ति, शिक्षा और समाज के सन्दर्भ को समझने के लिए सामाजिक-ऐतिहासिक नजरिये से शिक्षा और सामाजिक परिवर्तन के संबंध का आकलन करने का सुझाव देता है। इसका मानना है कि शिक्षा केवल राज्य के दबावों, प्रभावों और ताकतों के द्वारा तय नहीं होती है बल्कि अस्मिता आधारित समुदायों की हैसियत, अपेक्षा, सामाजिक-आर्थिक ढांचों में सक्रियता, सत्ता से संबंधों और सांस्कृतिक संघर्षों से प्रभावित होती है। शिक्षा आज भी कुछ गिने-चुने लोगों का या समाज के एक अल्पसंख्यक वर्ग का विशेषाधिकार बनी हुई है। सैद्धान्तिक रूप से तो शिक्षा सभी के लिए सर्वसुलभ हो गयी है, किंतु व्यवहारिक तौर पर केवल विशेषाधिकार प्राप्त वर्ग ही उच्चतर स्तरों पर इसका लाभ उठा पाता है। जब शिक्षा सामान्य रूप से सभी के लिए सुलभ कर दी गयी तो विशिष्ट वर्ग ने उच्च श्रेणी की श्रेष्ठ शिक्षण संस्थाओं का विस्तार किया, जिनमें उनके बच्चों को वह शिक्षा दी जाए। अध्ययन में इसी दृष्टि से विद्यालयी शिक्षा के सरोकारों को समझने का प्रयास किया गया है। अब तक माना जाता रहा है कि भारत में जाति एक कारक के रूप में औपचारिक शिक्षा तक पहुंच को निर्देशित करती रही है। इससे एक कदम आगे बढ़कर इस अध्ययन में जातीय अस्मिता के प्रतिनिधि के रूप में स्थापित विद्यालयों के द्वारा जाति और शिक्षा के दृश्य और अदृश्य संबंधों की पड़ताल की गयी है। भारतीय सन्दर्भ में समुदाय विशेष या जाति विशेष द्वारा संचालित विद्यालय इस अध्ययन की इकाइयाँ हैं।

विषय सूची

1. प्रस्तावना 2. विद्यालयी शिक्षा और पहचान की राजनीति : एक सैद्धान्तिक समझ 3. शोध विधि 4. निष्कर्ष एवं शैक्षिक निहितार्थ। उपसंहार। संदर्भ ग्रंथ सूची।