CHAPTER 17

CONTINUING EDUCATION & EXTENSION

Doctoral Theses

01. BATRA (Parinita)
Emotional Literacy in Higher Education : A Phenomenological Study of Faculty Lived Experience.
Supervisor: Prof. Rajesh Kumar
Th 28988

Abstract

Emotional literacy has increasingly been recognized as a critical dimension of teaching and learning within higher education, yet its lived meaning and pedagogical enactment remain underexplored. This study examines how higher education educators understand, experience and enact emotional literacy within professional practice. Grounded in a descriptive phenomenological approach, the study follows Giorgi's method. A purposive sample of educators across five disciplinary groups - Science, Technology, Engineering and Mathematics (STEM) and management, social sciences, teacher education, creative and performing arts and law, policy and ethics was selected to ensure variation. Data were collected through in-depth, semi-structured interviews and analysed through holistic reading, meaning unit delineation, psychological transformation and synthesis, while maintaining rigor through bracketing and reflexivity. Findings indicate that emotional literacy is an embodied, relational and contextually situated phenomenon rather than a set of competencies. It emerges through vulnerability, emotional awareness, relational engagement and self-regulation, with variations shaped by prior professional experience. Five interconnected essential structures are identified - relational redemption, embodied containment & generational healing, reflexive reintegration, contextual emotional stewardship and holistic identity transformation. Emotional literacy is enacted through empathetic communication, co-regulation, storytelling, boundary setting and reflective practices and contributes to psychologically safe environments, student engagement and well-being. Facilitators include prior experience, reflective practice and supportive environments, while constraints arise from performance-driven cultures, metric-oriented systems and limited recognition of emotional labour. Emotional literacy shapes educator identity, well-being and fulfilment, with teaching emerging as a site of identity reconstruction. The study proposes a refined conceptual framework linking professional background, lived experience, emotional processes, pedagogical practices and outcomes, highlighting its dynamic and context-sensitive nature. It concludes that emotional literacy is central to human-centred higher education, supporting meaningful teaching and holistic development.

Contents

1. Introduction 2. Review of Literature 3. Methodology 4. Results & Findings 5. Discussion, Conclusion & Implications. Bibliography. Appendices.

02. HEIKRUJAM (Teresade)
Lifelong Learning: The Social Impact of Digital Villages as Community Resource Centres on Disadvantaged Women.
Supervisor: Prof. Rajesh Kumar
Th 28989

Abstract

This study investigates how Information and Communication Technologies (ICT) support lifelong learning among disadvantaged women in Imphal, Manipur. Despite growing digital expansion in India, many women remain excluded from meaningful technology use due to intersecting barriers such as limited education, socio-cultural restrictions, low income, and inadequate digital skills. Using a mixed-methods approach, the study combines survey data with in-depth interviews to examine women's access to ICT, patterns of use, perceived benefits, and challenges. Findings reveal that mobile phones—especially smartphones—serve as the primary gateway to digital learning, enabling women to acquire information, develop new skills, access government services, and participate in online communities. However, structural constraints such as digital illiteracy, unstable internet connectivity, financial limitations, and family-related restrictions continue to impede deeper engagement with ICT-based learning opportunities. The study highlights that while ICT has significant potential to enhance women's personal, social, and economic empowerment, its impact is uneven and highly dependent on contextual factors. The research concludes by recommending targeted interventions, community-based digital literacy programs, localized content development, and inclusive policy frameworks to strengthen digital inclusion and lifelong learning among disadvantaged women in the region.

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1. Introduction 2. Review of literature 3. Theoretical Framework 4. Research Questions 5. Research Design and Methodology 6. Research Findings. 7. Discussion of Findings. 8. Conclusion and Recommendations. 9. References.

03. NEHA RANI
Role of Non-Formal Education for Prisoners in Reformation, Rehabilitation and Reintegration Process
Supervisor: Prof. V. K. Dixit
Th 28990

Abstract

This research investigates the intersection of criminological theory and non-formal education (NFE), evaluating how non-traditional learning frameworks facilitate the rehabilitation of incarcerated individuals. By examining the impact of these programs, the study highlights how NFE addresses the specific adaptive and transformative requirements of offenders. The findings suggest that while participants successfully acquired foundational literacy and practical life skills, the programs also catalyzed deeper psychological shifts, allowing prisoners to reconstruct their identities through transformative learning experiences. Interestingly, some individuals demonstrated significant agency by navigating complex prison bureaucracies to establish peer-led initiatives, creating organizational links between the correctional facility and the outside world. Ultimately, the study advocates for a more holistic educational approach that prioritizes the immediate application of skills upon release. To ensure lasting success, it is essential that former inmates have continued access to educational resources that

build upon their prior learning, thereby supporting a more meaningful and permanent transition back into society.

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1. Introduction 2. Review of Literature 3. Heoretical and Conceptual Framework 4. Research Methodology 5. Socio-Economic Profile of Prisoners 6 The Context of Incarceration and Institutional Experience. 7. Institutional Framework of Non-Formal Education (nfe) 8. Interpretation and Discussion.9. Conclusion and Suggestions. Bibliography.

04. SHARMA (Nidhi)
Comparative Analysis of Child Sexual Abuse Awareness and Prevention Programs among teachers: A Study of Implementation and Effectiveness in Government and Private Schools in the Delhi NCR Region.
Supervisor: Dr. Geeta Mishra
Th 28992

Abstract

The comparative study examines the child sexual abuse awareness level and effectiveness of prevention programmes among private and government school teachers in Delhi NCR. Child sexual abuse is a growing issue with a few restraints. This study sheds light on the crucial role of teachers in being the frontline liaisons in the prevention of child sexual abuse. The study collected data from 200 teachers (100 from private schools and 100 from government schools). Thus, assessing the awareness level on the prevention of CSA was the most important factor of the study. The data was collected with the help of a questionnaire and a 5-point Likert rating scale. The included parameters in the study were the teachers` ability to recognise CSA signs, the vulnerable group, and mandatory legal programmes. Findings indicate that the government school teachers show a significantly higher level of CSA awareness as compared to private school teachers related to CSA, POCSO Act, and other teacher training initiatives by NCPCR and CBSE. The data was analysed with the help of statistical tests. Both schools showed lower awareness levels and training needs for the effective implementation of CSA prevention strategies. Government school teachers have received training from the government-directed training programmes, whereas private school teachers lack such programmes to increase their awareness level. Keywords: CSA (child sexual abuse), POCSO Act (Protection of Children from Sexual Offences), NCPCR (National Commission for Protection of Child Rights), Komal short film, Childline 1098.

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1. Introduction and Theoretical Background 2. Review of Literature 3. Research Methodology 4. Data Analysis 5. Findings and Discussion 6. Conclusion 7. Bibliography.

05. SINGH (Kripal)
Scope of Adult Education in Sculpture and Clay Modeling as a Vocation.
Supervisor: Dr. Purshottam
Th 28993

Abstract

Adult education in sculpture and clay modeling holds immense potential as both a creative pursuit and a sustainable vocation. With growing interest in art, design, and

handmade products, clay-based crafts and sculptural practices are gaining recognition not only as cultural expressions but also as viable career paths. For adults, especially those seeking skill development, career shifts, or meaningful leisure activities, structured education in this domain offers an opportunity to blend creativity with livelihood. Sculpture and clay modeling provide therapeutic engagement, enhance fine motor skills, and stimulate innovation—qualities particularly relevant in adult learning environments that emphasize self-expression, skill-building, and empowerment. The vocational scope of sculpture and clay modeling extends across multiple sectors. In fine arts, trained adults can pursue careers as independent sculptors, exhibiting and selling artworks through galleries, online platforms, or commissions. In applied arts, clay modeling feeds into pottery, ceramic design, interior decoration, and architectural embellishment, thereby serving the growing demand for customized aesthetic products. Additionally, industries such as animation, film, and theatre require skilled clay modelers for prototyping, set design, and character modeling. Beyond the commercial domain, clay modeling is increasingly integrated into therapeutic and educational programs, making it a valuable skill for those working in community development, art therapy, or rehabilitation settings. Adult education programs in sculpture and clay modeling can thus bridge the gap between traditional artistic knowledge and contemporary vocational needs. Short-term courses, workshops, and certification programs can empower adults from diverse backgrounds—whether homemakers, retired professionals, or unemployed youth—by providing them with employable skills rooted in creativity. With adequate institutional support, market linkages, and promotion of handicrafts, sculpture and clay modeling can evolve into sustainable livelihoods, while simultaneously preserving cultural heritage and encouraging artistic innovation.

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1. Introduction 2. Review of Literature 3. Research Methodology 4. Data Analysis 5. Solutions and Recommendations 6. Conclusion. References and Annexure.

06. SINGH (Siddhant)
Policy and Financing of Adult Education and Lifelong Learning : An Empirical Study of ULLAS Scheme
Supervisors: Prof. Rajesh and Prof. Pawan Sinha
Th 28994

Abstract

Adult education and lifelong learning play a crucial role in promoting inclusive and equitable educational development in India to those who were deprived of formal learning opportunities due to socio-economic constraints. Adult education policies have evolved from literacy-driven initiatives to comprehensive lifelong learning framework under ULLAS scheme over the years. This study examines the policy transformation, institutional mechanisms and financial framework supporting adult education, with special reference to ULLAS. It also analyses patterns of financial allocation and utilisation and assesses how financial management influence programme implementation and learner participation across selected states. The study adopts a mixed-method empirical design by integrating qualitative and quantitative approaches. Primary data are collected through interviews, focus group discussions, and surveys, while secondary data include policy documents, budget reports, and national statistical sources. Qualitative analysis is conducted using thematic and content analysis, and quantitative analysis employs descriptive and inferential statistical techniques. The findings indicate that although policy frameworks have progressively strengthened, disparities in financial allocation, utilisation, and institutional capacity continue to affect programme effectiveness,

highlighting the need for sustained financial commitment and improved implementation strategies to strengthen adult education and lifelong learning initiatives in India.

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1. Introduction 2. Review of Literature 3. Policy (Programme) Framework 4. Research Methodology 5. Data Analysis and Findings 6. Discussion, Conclusion and Recommendations. Bibliography. Appendices.

07. TIWARI (Jyoti)
Social Entrepreneurship and Gender: An Empirical Investigation in the Indian Context.
Supervisor: Prof. V.K. Dixit
Th 28995

Abstract

Social entrepreneurship has emerged as a transformative force, addressing social challenges through innovative, sustainable, and community-driven models. In India, where socio-economic inequalities persist, women social entrepreneurs play a critical role in driving inclusive development. However, their experiences, challenges, and contributions remain underexplored in academic literature. This study, "Social Entrepreneurship and Gender: An Empirical Investigation in the Indian Context," examines the intersection of gender, social innovation, and educational empowerment through a qualitative, multi-case research design. Grounded in an interpretivist paradigm, the research investigates the traits, motivations, and leadership styles of women social entrepreneurs; the socio-cultural, economic, and institutional barriers they encounter; and the role of lifelong learning, adult education, and government policies in shaping their entrepreneurial journeys. Three women-led social enterprises—Barefoot College (Rajasthan), Rishikulshala (Uttar Pradesh), and Karuna Trust (Karnataka)—were studied using in-depth interviews, observation, and secondary data analysis. The study integrates multiple theoretical lenses, including classical and neo-classical economic theories, McClelland's need for achievement, locus of control, and action regulation theory, to develop a holistic conceptual framework. Findings reveal that women social entrepreneurs combine innovation, social commitment, and contextual understanding to address educational gaps, empower marginalised groups, and promote community participation. Despite facing gender stereotypes, mobility restrictions, financial constraints, and limited institutional support, these women demonstrate strong intrinsic motivation, resilience, and collaborative leadership. The research also highlights the significant contributions of adult literacy, skill development, and community-based education models to social change. The study contributes to the literature by offering a gender-sensitive perspective on social entrepreneurship in India and by linking social innovation with education and empowerment. It underscores the need for supportive ecosystems, targeted policy interventions, and institutional recognition of women's leadership in the development sector. The insights generated may guide policymakers, practitioners, and future researchers seeking to enhance women`s roles in social impact initiatives.

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1. Introduction 2. Theoretical Framework 3. Literature Review 4. Methodology 5. Case study- 1- Tilonia- Barefoot Foundation 6. Case study- 2- Rishikulshala. 7. Case Study-3-Karuna Trust (India) 8. Cross-Case Analysis 9. Discussion and Implications 10. Conclusion.