

CHAPTER 23

EDUCATION

Doctoral Theses

01. ANEJA (Mansi)
Construals of Identity and Parenting Practices in Single Parent Families.
Supervisors: Prof. Namita Ranganathan and Prof. Vikas Baniwal
Th 28790

Abstract

Construals of Identity refer to the dominant aspects that typify a person's identity, which they create themselves, based on their attitudes, values, culture, context and lived experiences. It is a personal construction of who, how and what one is. It is a dynamic construct. In the present research, the construals of identity have been studied in relation to single parents. A single-parent family is one in which a single parent lives with a child/children, where at least one of the children has not yet attained eighteen years of age (Bhatnagar, 2013). For the current research, single parents who are widowed or divorced are selected. All research participants are educated, employed (either in self-employment or a service role), and belong to the middle class. Both mothers and fathers are included to capture the gendered nuances of parenting experiences. The sample of participants consisted of ten persons, five of whom were divorcees and five were widows/ widowers. Detailed life stories were developed and cross-validated by the participants themselves. A conceptual-analytical framework was developed to analyse and contextualise single parenting. While each case (of a single parent) posed a case in point, some common trends/ themes emerged across the case studies. This research aims to investigate the construals of identity and parenting practices in single-parent families through a case study approach. The present research documents the parenting practices, nature of parent-child relationship and ways in which single-parent families cope with adversity and build resilience through various support systems. The research provides insights into the processes through which single parents (re)construct their identities, redefine their parenting practices, experience the changing parent-child relationship, and overcome the challenges they encounter through individual, familial, and community support.

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1. Central Focus, Rationale, and Objectives of the Study 2. Review of Related Literature and Theoretical Framework 3. Research Process and Methodological Dimensions of the Study 4. Presentation of Life Stories- I 5. Presentation of Life Stories-II 6. Peer culture: everyday contestation and alternative masculinities. 7. Findings and conclusions.

02. ANKITA
Critical Appraisal of Sociology Curriculum and Reflective Practices in Class
Supervisor: Prof. Neera Narang
Th 28691

Abstract

Human being is the centre of universe and if humans doesnot exist, the world would be empty. The existence of humans is supported by the social structures created by human itself. Sociology is one of the youngest disciplines that has evolved to study all forms of social life of humans. It caters various needs of the society and find solutions to the social problems and thus help society to work efficiently. It is indispensable to study society so that humans can adapt to its structures in a scientific manner, and accept the changes needed for its growth and development. Thereby, it becomes an area which is essential to be studied by all humans. Indian Educationists have recognised its vitality and introduced sociology not in universities and under graduate courses but in schools also. This study tries to understand the place of the sociology curriculum in schools. It takes a historical account of the evolution of sociology by going through a rigorous content analysis of research papers, educational documents, policies, and reports. The study is not limited to this secondary data only, but a field investigation is also conducted to examine the teaching practices used in sociology classes, understanding the perspectives of teachers and students towards sociology and reflective practices used by students and teachers. The researcher relied on classroom observations, interviews of teachers, and focus group discussions of students for data collection. The data was collected, transcribed and finally analysed to generate themes for better understanding of the findings. The population included government schools running under GNCT, Delhi. Findings of the study shows teaching of sociology is dominated by lecture method, however activity based teaching and ICT based classroom teaching is also seen in the schools. Majority of teachers studied sociology so that they can be promoted in this subject and now finally they are teaching sociology after promotion. Some teachers studied it because of their interest in it. Majority of students studying sociology are aware of its scope and are able to reflect upon society and social problems. Reflective practices used by the teachers while teaching exist in the form of writing notes, getting feedback from students, setting milestones and changing practices. Students are using sociological learnings in the outer world. However, these evidences are low in number. There is a need to orient teachers and students for essential use of reflective practices for better teaching learning processes in the class.

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1. Introduction 2. Review of related literature. 3. Research methodology. 4. Analysis and Discussion 5. Findings and Conclusion. References. Annexures.

03. BASHIR AHMAD

Education and Socio-Cultural Change: A Study of the Purig Tribe in Ladak.

Supervisor: Dr. Geeta Rai

Th 28268

Abstract

Education plays a transformative role in society, functioning not in isolation but as a dynamic force for social and cultural change. Schools act as mediators in this process, shaping young minds and reintegrating them into society. The role of education varies across societies, while simple societies view education as a means to overcome poverty and ignorance, elite societies often use it to maintain dominance through rigid curricula and school structures. This study investigates the role of education in shaping social and cultural change within the Purig Tribe of Ladakh. Anchored in theoretical perspectives and using ethnographic methodology, it deeply engages with stakeholders to understand

education in a tribal context. The findings reveal a significant shift in the community's perception of education. Among the Purig people, education is increasingly associated with pride, social status, and access to government jobs. School choices are influenced by the job market, showing a broader trend of market-oriented change. Migration patterns indicate that not only the elite but also the poor and middle classes are moving to urban centers for livelihood, challenging common assumptions about tribal self-sufficiency. The study also identifies challenges, including the proliferation of private schools and closure of public schools in rural areas, unequal resource distribution, and issues like outdated curricula, inefficient teacher transfers, and the rise of "tiny" schools. However, where community involvement exists, school functioning has improved, especially in terms of enrollment and tackling social issues. Power dynamics and the symbolic shift within the tribe suggest a deeper negotiation with change. The findings contest dominant narratives that portray tribal communities as backwards. Instead, the Purig tribe is seen as adaptive, with local knowledge emerging as a valuable asset in confronting contemporary challenges, especially those related to sustainable development.

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1. Introduction 2. Review of related literature. 3. Research methodology. 4. Data analysis and interpretation 5. Findings, recommendations and suggestions. References and Appendices.

04. CHOWDHARY (Vertika)

Deconstructing Learners Questions in Science Classrooms.

Supervisor: Prof. Alka Behari

Th 28269

Abstract

In science classrooms, questions play a significant role in generating a dialogue among learners, and between learners and the teacher. They help learners in confirmation, seeking new information, and building linkages between different concepts. Asking questions, therefore, is a very important component of the learning process. It is an essential aspect of "meaningful learning and scientific inquiry" (Chin C Osborne, 2008). Questioning demands deeper engagement with the subject being discussed. It requires both persons, the one who is asking question and the one to whom the question is posed, to engage with the subject in a meaningful manner. Questioning requires active listening, analysis of the available information, reflection, and careful construction of clear and comprehensive sentences. Therefore, there is merit in exploring the questions that learners ask themselves, their peers, caregivers, and later teachers. It is insightful to know the frequency of their questions at different stages of life, and the nature of their questions. They showcase that each question has a different purpose, meaning, intentions, and it may demand a variety of responses. So, there is a need to focus on questions and see the role that they play in teaching learning process. One can also look at ways of encouraging learners to ask more questions in the classrooms. This thesis is based on qualitative research done on questions that are asked by upper primary learners in their science classrooms. The whole research is situated in the specific context of the Nature of Science. The main contributors to this work have been the learners, science teachers working, and science classrooms situated mostly in schools of Delhi. The research is conceptualized based on extensive research on the role of questions as important pedagogical tools to construct knowledge. Data has been collected in different phases and includes naturalistic observations of multiple science classrooms, interviews with science teachers, and focus group discussions with learners. Which has then been analyzed and conclusions drawn from it.

Contents

1. Introduction to the Research Study 2. Review of Related Literature 3. Understanding the Field and Methodological Considerations 4. Learners Experiences of Asking Questions in Science Classrooms 5. Teachers' Role in Encouraging Learners' Questioning in Science 6 Finding, Suggestions, and Reflections. References. Appendix.

05. DEEPAK KUMAR
Evaluation of School Field Trips in Secondary Schools of Delhi : A Critical Appraisal.
 Supervisor: Dr. Ananthula Raghu
Th 28692

Abstract

School field trips are essential for the comprehensive development of students. This effectively immerses students in experiential learning outside the confines of the classroom. Field visits constitute immersive events that offer authentic social interactions to enhance comprehension of an idea (National Education Policy, 2020). The approach fosters critical thinking and individual concept development through direct engagement with social, cultural, environmental, and historical contexts. A literature review encompasses a thorough examination of all existing research pertinent to a specific issue. It is particularly crucial in defining the overarching study domain, elucidating the concepts associated with the issue, clarifying its aims, providing information about the methodologies, and integrating the research processes, findings, and conclusions. It simultaneously serves to concretize the cognitive processes utilized by researchers. Research methodology denotes the systematic framework for executing research, encompassing the strategies, procedures, and instruments employed to gather and analyze data pertinent to the research objectives, Investigating issues and finding solutions by using scientific methods is the aim of research. This four chapter is organized into four sections. The first section provides an examination obtained from a questionnaire distributed to teachers. The second section provides qualitative observations derived from focus group discussions (FGDs) with students in Grades VI to X, enhancing the comprehension of student viewpoints. The third and fourth sections analyze data from interviews with school administrators and museum directors, offering a comprehensive backdrop of the educational landscape. The findings disclosed important and meaningful insights regarding the educational significance of field visits. This chapter delineates the major findings, succeeded by comments, conclusions, and recommendations for subsequent research. The study encompasses the educational consequences, principal suggestions, and its limits

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1. Introduction 2. Litratue of Reviews 3. Research Methodology 4. Data Analysis and Interpretation 5. Major Findings, Discussion and Conclusions. References. Appendices.

06. दिवाकर (संतोष कुमार)
स्वामी विवेकानंद के शैक्षिक विचारों की नीतिशास्त्रीय सहगामिता का अध्ययन।
 निर्देशक : डॉ. सुनील कुमार
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सारांश

प्रस्तुत शोधप्रबंध शिक्षा एवं नीतिशास्त्र के अंतःसंबंध का एक तत्त्वदर्शी अन्वेषण है। विवेकानन्द के अनुसार शिक्षा का प्रयोजन केवल ज्ञानार्जन नहीं, वरन् आत्मा की सुप्त दिव्यता का उद्घाटन है। शिक्षा वह साधना है जिसके माध्यम से व्यक्ति आत्म विकसित कर मानवता के व्यापक हित में स्वयं को समर्पित करता है। शोध यह प्रतिपादित करता है कि विवेकानन्द की दृष्टि में शिक्षा एवं नीतिशास्त्र दो पृथक धाराएँ नहीं, अपितु एक ही तत्त्वचेतना की द्विविध अभिव्यक्तियाँ हैं, शिक्षा आत्मा का जागरण है एवं नीतिशास्त्र उस जागरण की दिशा। यह सहगामिता व्यक्ति, समाज एवं ब्रह्माण्ड- तीनों के मध्य सामंजस्य का सेतु निर्मित करती है। अध्ययन में विवेकानन्द के वाङ्मय, पत्रों एवं प्रवचनों का गुणात्मक एवं अर्थ-निरूपणात्मक विश्लेषण किया गया है। उनके विचारों में नीतिशास्त्र केवल आचरण का विधान नहीं, अपितु आत्म-साक्षात्कार की नीतिशास्त्रीय चेतना है। शिक्षा को वे 'मनुष्य-निर्माण' की साधना मानते हैं- ऐसी प्रक्रिया जो बौद्धिकता को करुणा से, शक्ति को सेवा से, एवं स्वतंत्रता को उत्तरदायित्व से संयोजित करती है। शोध के निष्कर्षों में यह स्पष्ट हुआ कि विवेकानन्दीय शिक्षा(शैक्षिक विचारों) के सप्तपदी आयाम - जीवंतता, समरसता, अखण्डता, उत्कृष्टता, उन्नयन, कल्याण एवं प्रस्फुटन, शिक्षा को परिपूर्ण बनाने का ईमानदारी पूर्ण प्रयास करते हैं। आधुनिक उपयोगितावादी युग में यह दर्शन, शिक्षा को जीवन के अर्थ एवं मानवता के मूल्य से पुनः जोड़ने का विनम्र प्रयास करता है। अन्ततः यह शोध उद्घाटित करता है कि विवेकानन्द के शैक्षिक विचार आत्मा के जागरण से आरम्भ होकर सार्वभौमिक करुणा में परिणत होता है, जहाँ शिक्षित मनुष्य केवल ज्ञानी नहीं, वरन् जागरूक, उत्तरदायी एवं मानवीय बनता है। यही शिक्षा का नीतिशास्त्रीय तत्त्व एवं जीवन का परम पुरुषार्थ है।

विषय सूची

1. प्रस्तावना 2. साहित्य समीक्षा 3. स्वामी विवेकानन्द के शैक्षिक विचार 4. नीतिशास्त्रीय विमर्श : एक वैचारिक अन्वेषण 5. स्वामी विवेकानन्द के शैक्षिक विचारों की नीतिशास्त्रीय सहगामिता 6. उपसंहारात्मक सारांश। सन्दर्भ ग्रंथ सूची।

07. गिरि (जितेंद्र कुमार)

विद्यालय प्रबंधन समिति : दिल्ली और हिमाचल प्रदेश के सन्दर्भ में तुलनात्मक अध्ययन।

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सारांश

यह अध्ययन दिल्ली और हिमाचल प्रदेश की विद्यालय प्रबंधन समितियों (एसएमसी) की संरचना, भूमिका और कार्यप्रणालियों का तुलनात्मक विश्लेषण प्रस्तुत करता है। इसका मुख्य उद्देश्य शिक्षा में सामुदायिक सहभागिता के महत्व को समझना, विद्यालय प्रबंधन में सुधार लाना और शिक्षा को समाज के अधिक निकट लाने में एसएमसी की प्रभावी भूमिका को स्थापित करना है। शिक्षा का अधिकार अधिनियम (आरटीई) 2009 के तहत प्रत्येक सरकारी और सहायता प्राप्त विद्यालय में एसएमसी का गठन अनिवार्य है। इस समिति में 75% सदस्य अभिभावक होते हैं और इनमें से 50% का महिला प्रतिनिधित्व सुनिश्चित किया गया है। इस संरचना का उद्देश्य विद्यालयों को समुदाय से जोड़कर उनकी शैक्षिक गुणवत्ता और प्रशासनिक दक्षता को सुदृढ़ करना है। दिल्ली और हिमाचल प्रदेश की एसएमसी की कार्यप्रणाली और संरचना का तुलनात्मक अध्ययन इसलिए महत्वपूर्ण है कि दोनों राज्यों की भौगोलिक, सांस्कृतिक और प्रशासनिक स्थितियाँ भिन्न हैं, जो कार्यप्रणाली और सदस्य सहभागिता को प्रभावित करती हैं। दिल्ली में एसएमसी का संचालन शिक्षा निदेशालय और नगर निगम द्वारा किया जाता है, जो शहरी क्षेत्रों में अपेक्षाकृत प्रभावी है। इसके विपरीत, हिमाचल प्रदेश में एसएमसी का संचालन राज्य और स्थानीय निकायों के माध्यम से होता है, जहाँ ग्रामीण और दूरस्थ क्षेत्रों में सामुदायिक सहभागिता को प्रोत्साहित करने के

लिए विशेष प्रयासों की आवश्यकता होती है। इस अध्ययन के तहत गहन साक्षात्कार और फोकस समूह चर्चाओं के माध्यम से प्रधानाचार्य, शिक्षक, एसएमसी सदस्य, गैर-एसएमसी सदस्य और अभिभावकों से विचार प्राप्त किए गए। इस प्रक्रिया का उद्देश्य एसएमसी सदस्यों की जागरूकता, उनकी भागीदारी का स्तर, और उनके कार्यों का विद्यालय प्रबंधन पर प्रभाव समझना था। प्रधानाध्यापकों और शिक्षकों के दृष्टिकोणों का भी विश्लेषण किया गया, ताकि यह स्पष्ट हो सके कि वे एसएमसी की सहभागिता को विद्यालय प्रगति में किस प्रकार देखते हैं और इसे किस हद तक प्रभावी मानते हैं। शोध में कई चुनौतियों की पहचान की गई है, जो एसएमसी की कार्यप्रणाली को प्रभावित करती हैं। इनमें प्रमुख समस्याएँ जागरूकता की कमी, प्रबंधन कौशल का अभाव, वित्तीय संसाधनों की कमी और राजनीतिक हस्तक्षेप हैं। अधिकांश ग्रामीण क्षेत्रों में एसएमसी सदस्यों को आवश्यक प्रशिक्षण नहीं मिल पाता है, जिससे वे प्रभावी प्रबंधन में कुशल नहीं हो पाते। इसके अतिरिक्त, चुनाव प्रक्रिया में पारदर्शिता का अभाव, बैठकों में सदस्यों की कम उपस्थिति, और पारिश्रमिक का अभाव भी कार्यप्रणाली को प्रभावित करते हैं। राजनीतिक हस्तक्षेप के कारण एसएमसी के निर्णय स्वतंत्र और निष्पक्ष नहीं रह पाते, जिससे समिति की विश्वसनीयता और कार्यक्षमता पर असर पड़ता है। शिक्षा में सामुदायिक सहभागिता और विकेंद्रीकरण को बढ़ावा देने के लिए राष्ट्रीय शिक्षा नीति 2020 में एसएमसी की भूमिका को सशक्त बनाने पर बल दिया गया है। इस नीति में एसएमसी के कार्यों में सामुदायिक सहभागिता को महत्वपूर्ण माना गया है। एसएमसी का कार्य केवल विद्यालयों में सकारात्मक वातावरण बनाए रखना नहीं है, बल्कि सामुदायिक सहभागिता के माध्यम से संसाधनों का सही उपयोग, शैक्षिक आवश्यकताओं का प्रबंधन और विद्यालय में समस्याओं का समाधान सुनिश्चित करना भी है। एसएमसी का एक मुख्य कार्य विद्यालय विकास योजना का निर्माण करना, अनुदानों की निगरानी करना और विद्यालय में छात्र-शिक्षक संबंध को मजबूत करना है।

विषय सूची

1. परिचय 2. संबंधित साहित्य का अध्ययन 3. अनुसंधान पद्धति 4. विश्लेषण और व्याख्या 5. सारांश, निष्कर्ष शैक्षिक निहितार्थ एवं सुझाव। परिशिष्ट। सन्दर्भ ग्रंथ।

08. इंदौरा (अन्नू)

हिंदी बाल कथा साहित्य में निरूपित बालमन का विश्लेषणात्मक अध्ययन।

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Th 28281

सारांश

हिंदी बाल कथा साहित्य में निरूपित बाल मन का विश्लेषणात्मक अध्ययन। शोध सार प्रस्तुत शोध में हिंदी बाल कथा साहित्य के माध्यम से बाल मन की अवधारणा को समझने का प्रयास किया गया है। शोधार्थी संबंधित साहित्य के अध्ययन से यह जान पाई है कि बाल साहित्य का प्रयोग बच्चों के पठन लेखन की क्षमताओं को विकसित करता है और शिक्षा की प्रक्रिया को उसके लिए सहज और सरल बनाता है। शोधार्थी द्वारा प्रस्तुत शोध कार्य में प्रसिद्ध बाल साहित्यकारों द्वारा रचित 2012 से 2023 तक के बाल कथा साहित्य का चयन किया गया है। प्रसिद्ध बाल साहित्यकारों के साक्षात्कार और चयनित कहानियों पर बच्चों की प्रतिक्रियाएं लेकर आकड़ों का विश्लेषण किया गया है। प्रस्तुत शोध में व्यागौत्स्की के सामाजिक निर्मितिवाद को आधारभूमि के रूप में लिया गया है क्योंकि व्यागौत्स्की के सामाजिक निर्मितिवाद में बच्चे के विकास और सीखने में सामाजिक-सांस्कृतिक सन्दर्भों और उसमें उपस्थित सामाजिक अभिकरणों की भूमिका को महत्त्वपूर्ण माना गया है और बालमन इन सभी अभिकरणों से प्रभावित होने वाली एक महत्त्वपूर्ण इकाई है। वास्तव में बच्चों के व्यवहार और बचपन को लेकर बड़ों की समझ में आये बदलाव ने शोध की स्वतंत्र प्रासंगिक इकाई के रूप में बाल मन के विश्लेषण के महत्त्व को और अधिक बढ़ा दिया है। प्रस्तुत शोध में बच्चे के प्रति समझ में आये इस पैराडाइम शिफ्ट को समझकर बाल मन की वास्तविक पड़ताल की गयी है।

प्रस्तुत शोध के विश्लेषण से यह निष्कर्ष निकलता है कि आजकल के बच्चों का बाल मन एक ही तरह का ना होकर भिन्न-भिन्न प्रकार का होता है। इस प्रकार शिक्षा के क्षेत्र में हमें बाल मन को ध्यान में रखकर शैक्षिक प्रक्रियाओं की व्यवस्था करनी चाहिए ताकि शिक्षा बच्चों के लिए सहज और स्थायी बन सके। इस संदर्भ में प्रस्तुत शोध कार्य शिक्षा जगत में अपनी उपादेयता एवम प्रासंगिकता की अपार सम्भावनाएं रखता है।

विषय सूची

1. विषय निरूपण 2. सम्बन्धित साहित्य की समीक्षा 3. शोध अभिकल्प एवं पद्धति 4. विश्लेषण एवं व्याख्या 5. परिणाम एवं निष्कर्ष। सन्दर्भ ग्रंथ सूची। परिशिष्ट।

09. KAIHRII MAO (Akha)

Morung among the Nagas: Encounter of Traditional Education with Colonialism and Christianity.

Supervisors: Prof. Ritu Bala And Prof. Shyam B. Menon

Th 28693

Abstract

The study aims to explore the role of the Naga Morung dormitory system both as educational and cultural institution including those of an institution for preserving and transmitting the oral history and culture of the Nagas. The study also attempted to understand how the colonial state and the Christian missionaries came into encounter with the Nagas and the changes brought about among the Nagas. The study is qualitative research in nature. It used an exploratory approach including both auto-ethnography and autobiographical accounts. It used data and literary resources accessed through texts, artefacts, archival records and official Gazetteers, State and private libraries, from Churches and individual collections. Extended field work was done using ethnographic approach for engaging closely with the Naga communities. The study found that dormitory system similar to the Naga Morung were found in different societies among the tribals in the Northeast of India and the central India such as the Murias, the Oraons, the Ghonds etc. The Morung was one of the pivotal institutions of educating and socializing the Naga youth and was also an institution for preserving and also transmitting the Nagas history and cultural practices through the oral history. The encounter of the Nagas with the colonial state and with those of the Christian missionaries had left a huge impact on the Nagas overall worldview. These powerful encounter brought an end to the various traditional and cultural practices of the Nagas including the wanning of the Naga Morung. The current study is also an attempt at preserving and carrying forward the knowledge about the Morung system of the Nagas to the larger body of scholars. Keywords: Morung, Feast of Merit, gennas, head hunting, colonial state, Christianity

Contents

1. Introduction 2. Methodology 3. Exploring the Practice of the Dormitory System and the different Indigenous Ways of Educating the Youth 4. The Field Sites and Fieldwork 5. The Nagas Encounter with the Colonial Forces and Christian Missionaries in the Early 19th Century. 6. Findings and Conclusion.

10. KALIA (Anchal)

Power and Ideology: Context, Contestations and Challenges in History Curriculum.

Supervisor: Dr. Ashish Ranjan

Th 28270

Abstract

The content of the school History curriculum has often been the subject of controversy and considerable public attention. History textbooks are perceived as tools perpetuating cultures, ideologies and indoctrination of minds. They are believed to reflect the complex relationship between 'power and knowledge' as propounded by Michael Apple and forms the theoretical framework of the study. There have been efforts to examine the political dynamics around the construction of official History curriculum developed by governments or other competent authorities for standard use in schools across a state or the entire country. It is this layered context that the present research explores into, culminating with some of the emerging concerns manifested through the National Education Policy NEP (2020). The present study aims to understand the context while framing the curriculum, the contestations it encounters, and the challenges it extends while getting transacted in the classrooms. It further explores upon the teachers' perspective based on their classroom experiences. The research design employed for carrying out the study is qualitative in nature. The study has been carried out within an interpretive paradigm wherein the subjective experiences play an important role. The content analysis has also been done using comparative techniques. The study is delimited to the areas of Punjab and the NCR. The study involves an analysis of policy documents and History textbooks (deconstructing a few excerpts), followed by qualitative data collection with the help of classroom observations, open-ended questionnaires and an in-depth analysis of teachers' interviews. It has emerged from the study that 'differential power' when intrudes into the curriculum and thereby reaches students in the form of textbook content, it takes the form of 'cultural politics'. In the process of text getting decontextualized and then recontextualized, there creeps in discrepancy. The knowledge which gets filtered before getting declared legitimate, aims towards changing the very consciousness of society. The exogenous factor which is the State power casts a dooming effect on the endogenous factor, the assimilation of knowledge at the grassroots level. Not to forget that in any political arena, 'history curriculum' is the site for power struggle over the present and the future of a society.

Contents

1. Introduction 2. Review of literature. 3. Research Design. 4. Discussion and Analysis 5. Findings and Conclusion. Bibliography.

11. KARJEE (Priyanka)
Implementation and Practices of Integrated Child Development Scheme in the context of Pre-Primary Education in West Bengal.

Supervisor: Dr. M. Rajendran
Th 28271

Abstract

This dissertation is a study of the implementation and practice of the education component of the Integrated Child Development Scheme (ICDS) in the context of the state of West Bengal (WB) in India. To study this aspect of ICDS, I looked at how the educational component is understood and practiced in select sites in a Northern district in WB. As part of the project, I undertook my study of an ICDS project in a Block from WB and used a case study method. I make the following arguments. One, while early childhood education is increasingly being recognised as the formative and foundational years for future learning, structural limitations of the ICDS scheme makes it a near impossible task to meaningfully deliver ECE to the children enrolled. Two, while a meaningful implementation of ECE is a challenge that ICDS face,

stakeholders - Anganwadi Workers and Supervisors in this case - make a strategic choice to prioritize nutritional and immunization goals so as to make the scheme relevant to the social groups who use ICDS services. This choice, I argue, is arising from their lived experience in the community, caste, ethnic and class differentiation from the beneficiaries and due to the increasing and diverse demands posed on ICDS employees from various state machineries. Three, in light of the new National Education Policy (NEP) 2020, a shift in policy favoring ECE, if it comes at the cost of the nutritional component of ICDS, might not necessarily improve the holistic development of children in the Block. This is because of the peculiar place that ICDS centers - known locally as khichdi schools - hold here and the signaling that ICDS sends to the community. This becomes pertinent because though the ECE component of ICDS has taken a backseat, how it is being conceptualized at the policy level and how the scheme aims to train the Anganwadi Workers and Supervisors is close to the best practices across the world. The recognition of play, free time, collaborative activity based learning, use of locally available resources and a conscious choice to not teach alphabets or counting during early years are markedly different from how ECE is practiced in private ECE centers in the Block. The ECE component of ICDS in West Bengal reveals a curious phenomena where a lack of resources - in terms of infrastructure, physical space, teaching-learning materials and support systems to facilitate learning - forces the ICDS officials to downplay ECE at the cost of nutrition and immunization components, but in the process practices an ECE model which is informal, play and activity based and uses locally available resources. This model of preparation for formal schooling, paradoxically, is close to how ECE is conceptualized in the learner centered models coming out of the NEP 2020.

Contents

1. Introduction 2. Literature review 3. Research methodology. 4. Structuring learning at the organisational level: ICDS and the limits and possibilities of learning. 5. Mothers and the anganwadi system: participation, perception and critique of the learning model 6. Conclusion. References.

12. KUN SEYHA

Exploring the Performance of Educational Personnel: A Case of Cambodia.

Supervisor: Prof. Ashish Ranjan

Th 28272

Abstract

Upon achieving the status of lower-middle-income country in 2015, and based on its consistently remarkable accomplishments, Cambodia is optimistic about setting its ambitious goal to become an upper-middle-income nation by 2030 and a developed one in 2050. To accomplish such an aspiration and milestone, the Royal Government of Cambodia (RGC) carefully mapped out its novel Pentagonal Strategy, phase 1, which prioritized Education as one of the privileged sectors. This implies there is strong demand to have joint efforts from all stakeholders, along with optimal utilization of resources. Ministry of Education, Youth and Sport (MoEYS), in this sense, plays a crucial role in producing quality human resources for the nation. This study employs a qualitative approach, with specific utilization of the Grounded Theory, and an NVivo software for analyzing collected data to provide a comprehensive analysis of the challenge to the administrative staff performance of the educational ministry. The qualitative aspect includes in-depth interviews with key participants, allowing for an insightful understanding of their personal experiences and perceptions pertinent to their subordinator educational performance. The research involves the collection of data from a sample of 30 educational personnel in charge of respective technical

departments at central level with particular procedures. Preliminary findings indicated some major challenges, consolidated in themes including, systemic barriers, organizational structure, leadership and management, capacity, personality and attitude, performance appraisal and motivation, which are the attributes of poor performance among workforces at the national level. The study came up with overarching recommendations including: clear structure and role, supportive and motivating work environment, leadership and management, skill development and capacity building, performance and results-driven culture, and resource management. With reflection to existing and relevant frameworks, the research offers actionable recommendations for policymakers and educational leaders, emphasizing potential interventions that address both immediate and long-term challenges toward promoting quality staff performance.

Contents

1. Introduction 2. Literature review 3. Research methodology. 4. Findings 5. Conclusion. References.

13. MISHRA (Nidhi)
Construction of Masculinities in Schools : An Ethnographic Study.
 Supervisor: Dr. Seema Sarohe
Th 28791

Abstract

Abstract for Pre-submission Topic- Construction of Masculinities in School: An Ethnographic Study Scholar: Nidhi Mishra Supervisor: Dr. Seema Sarohe Over the past century, gender research has largely centred on the lives and experiences of women with a strong emphasis on critiquing patriarchal structures that reproduce gender inequality. Feminist scholarship has been instrumental in challenging the naturalisation of gender roles and in foregrounding how power operates through social norms and practices. In recent decades, however, the field of gender studies has undergone a significant epistemological shift. This shift marks the movement beyond the exclusive focus on women's issues, towards a more inclusive analysis that also centres men and masculinities as historically and socially constructed gender identities. Theorists have increasingly argued that men, too, are shaped by intersecting social realities and power dynamics. Much of the scholarship challenges the deterministic understandings of gender and foregrounds the social, cultural, and discursive processes through which boys come to inhabit masculine identities. In the Indian context, however, there remains a relative gap in ethnographic studies that centres the voices and everyday practices of boys within the school setting. This study attempts to address this gap by exploring how masculinities are performed, regulated and contested within the everyday life of an elementary school in Delhi. Anchored in post-structuralist and social constructionist paradigms, the study investigates how gendered subjectivities are shaped through everyday institutional practices and peer culture. The central focus is on the role of peer groups as a significant site of masculine identity formation and performance. The fieldwork was conducted over an academic year through sustained participant observation and conversational interviews (semi-structured) with boys from classes six to eight. Employing narrative analysis, the findings are organised around the core themes that uncover how masculinity is lived, performed and embodied within the school spaces. Through the voices and actions of boys, the research foregrounds how power, resistance, and emotional complexities are embedded in their everyday negotiations of 'growing up a boy'.

Contents

1. Masculinities and schools 2. Locating masculinities, a review of scholarship 3. Situating the research in an ethnographic framework 4. Introducing the participants: situated vignettes 5. Schools as gendered spaces: aspirations, bodies, and everyday masculinities. 6. Peer culture: everyday contestation and alternative masculinities. 7. Findings and conclusions.

14. NAYAGIN (Kothai)
In-depth Study of Science Teaching Orientations of Pre-service Teachers in a Teacher Education Programme.
 Supervisor: Prof. Alka Behari
Th 28273

Abstract

Science teaching orientations, a key component of Pedagogical Content Knowledge (PCK), are essential for effective science education. Science teaching orientations are defined as a set of beliefs about the goals or purposes of science teaching, science teaching-learning, the role of the teacher and the role of the learner. A better understanding of the science teaching orientations of pre-service teachers throughout their teacher education programme would assist in designing the teacher education curriculum to provide more effective support for future teachers. Hence, the present study attempts to explore the science teaching orientations of pre-service science teachers across time in their two-year teacher education programme. This study used a longitudinal mixed methods research design to gather rich data on the science teaching orientations of pre-service teachers. Qualitative data were collected through semi-structured interviews and quantitative data were collected through the Pedagogy of Science Teaching Test-India. Data collection from the pre-service teachers occurred in four phases: at the entry-level, after the completion of first-year, after the school internship and at the end of the two-year teacher education programme. A thematic analysis was used to analyse the qualitative data, and quantitative data was examined through frequency analysis to confirm and elaborate on the qualitative findings. The results of the study show that the science teaching orientations of pre-service teachers were improved towards learner-centred orientations from teacher-centred orientations after engaging in the two-year teacher education programme. It was found that in addition to the learning experiences, the teaching context (learners and content) in which the pre-service teachers are placed were the potential influencing factors of their science teaching orientations. Certain key components of the two-year teacher education programme, which are critical in shaping the learner-centred science teaching orientations of pre-service teachers, were also identified.

Contents

1. Introduction 2. Theoretical framework and review of related literature. 3. Methodology 4. Data analysis and interpretation. 5. Major findings and discussion .6 References, Appendices.

15. निपुण निशान्त
विद्यार्थियों में इतिहास-बोध की निर्मिति : एक विवरणात्मक अध्ययन।
 निर्देशक : प्रो. आशीष रंजन एवं प्रो. रामजी दुवे
Th 28283

सारांश

यह शोध मूलतः विद्यार्थियों में इतिहास बोध की निर्मिति से संबंधित है। यह इतिहास-बोध सरकारी विद्यालयों में पढ़ाए जानेवाले इतिहास विषय की पाठ्यपुस्तकों से संबंधित है। इसके अलावा विद्यार्थियों में निर्मित हो रहे इतिहास की अवधारणा का स्वरूप कैसा है व निर्मित इतिहास-बोध में उपस्थित वर्तमान परिप्रेक्ष्यों की क्या भूमिका है, इससे भी संबंधित है। इसके साथ ही विद्यालयी शिक्षा में इतिहास विषय की क्या प्रासंगिकता है और विद्यार्थियों में इतिहास बोध की निर्मिति में महत्वपूर्ण भूमिका निभानेवाले शैक्षणिक, सामाजिक एवं सांस्कृतिक कारकों के योगदान का स्वरूप कैसा है, को भी दृष्टिगत किया गया है। इस शोध हेतु शोधार्थी ने सरकारी विद्यालय की कक्षा 8 और 9 का चयन किया है। इस कक्षा के विद्यार्थियों को शैक्षणिक शोध का हिस्सा बनाया है। चूंकि यह शोध अपने स्वरूप में गुणात्मक और विवरणात्मक है, इसलिए शोधार्थी ने उपकरण के रूप में अवलोकन (कक्षा 8 और 9), असंरचित साक्षात्कार (विद्यार्थी और शिक्षक) और केंद्रित समूह परिचर्चा (विद्यार्थी) का चयन किया गया है। साथ ही कक्षा 8 और 9 की एन.सी.ई.आर.टी. की इतिहास विषय की पाठ्यपुस्तकों के विषयवस्तु विश्लेषण को भी आधार बनाया गया है। मूलतः यह शोध अपने निष्कर्ष में इतिहास विषय की प्रासंगिकता को बताता है व विद्यार्थियों में निहित इतिहास-बोध के स्तर और स्वरूप की परख भी करता है और उन कारकों की प्रकृति से भी परिचित होता है, जो इतिहास-बोध की निर्मिति में महत्वपूर्ण भूमिका अदा करते हैं।

विषय सूची

1. परिचय 2. इतिहास-बोध की निर्मिति के वैचारिक परिप्रेक्ष्य 3. शोध विधि 4. आंकड़ों का विश्लेषण 5. परिचर्चा 6. निष्कर्ष एवं सुझाव। ग्रंथ सूची। परिशिष्ट।

16. RAJORA (Chaya)

Home Language and the Teacher: A Study of Awadhi-Speaking Children.

Supervisor: Dr. Latika Gupta

Th 28274

Abstract

The issue of language is multidimensional and complex as it involves pedagogic concerns as well as identity issues. In northern India, Hindi is taught as a school subject right from the beginning and serves as a medium of instruction for other subjects in government schools. However, not all students necessarily speak Hindi at home. They use speech varieties which have been relegated to the status of being dialects in contemporary society. Awadhi is one of them. The study examines the complex interface between Awadhi as children's mother-tongue (home language) and the standard Hindi at school. There are three dimensions of the study: (i) it analyses the linguistic character of Hindi and Awadhi and compares them for pedagogic implications; (ii) it captures and analyses primary school teachers' discourse on the issue of language teaching at school and, (iii) it draws upon a sample of children's verbal and written articulations that were collected by giving them tasks based on Erikson's doll method. The study incorporated a mixed-method approach in which in depth interviews were conducted with 50 primary school teachers teaching in private and government schools in Lucknow (urban) and Bahraich (rural) districts of Uttar Pradesh. A total of 200 children, studying in Grades III and V, participated in the study. The discourse analysis method was used for analysis which brought out a strong contempt towards children's home language in the teachers' articulations. They viewed children's language as an obstacle and their pedagogic approach largely

centred on correcting children's organic speech. They did not have any familiarity with the departures that Awadhi and Hindi make from each other. They were dismissive of a child's agency and operated with the deficit model. The long drawn policy goal of giving space to children's mother tongue found no space in their discourse.

Contents

1. Introduction 2. Theoretical Framework 3. Review of Related Literature 4. Methodology 5. Awadhi Children's Teachers and their Discourse 6. Children's Language. 7. Interaction between Awadhi and Hindi: A Pedagogic Challenge 8. Conclusion and Implications. Appendix, Bibliography.

17. SAH (Swarn Lata)
Exploring Pre-service Teachers Conceptualization of Literacy in the Classroom Context.
 Supervisor: Prof. Shobha Sinha
Th 28275

Abstract

Literacy plays a significant role in children's successful survival in the school. Failing to acquire literacy impacts their learning other subject areas. Teaching of literacy is identified as traditional in nature in the Indian classrooms. One of the reasons of prevalent traditional approach is lack of teachers' knowledge to teach literacy. Pre-service teacher education programs lay the foundation of teachers' knowledge. Therefore, the present study aims to explore pre-service teachers' conceptualization of literacy in the classroom context. The study was conducted with 20 B.El.Ed pre-service teachers. The pre-service teachers (PSTs) were in their final year of the course and doing their online school internship. Due to the COVID-19 pandemic, the data was collected through online class observation and interviews were taken telephonically. PSTs' reflective journals were also studied as the data source. The findings of the study reveal some significant dimensions regarding the knowledge of PSTs for literacy and its pedagogy. Their conceptualization emerged from three major categories. Firstly, the way they critiqued the literacy pedagogy of the schools, secondly, their own understanding of literacy which they have acquired throughout their course and its translation while teaching during the school internship and thirdly, their reflections on the online teaching. Within each category there were sub categories too in order to examine the layers of PSTs' conceptualization. B.EL.ED PSTs showed their understanding to teach literacy and its complexities influenced by their teacher education program. They emerged as informed teachers not only about the literacy pedagogy but situating the pedagogy in a larger social context too. The finding of the study informs that a high-quality teacher education program that focuses on comprehension positively influences the PSTs' knowledge about teaching of literacy and the quality of literacy environment. The PSTs' understanding to acknowledge the diversity and the issue of representation in children's literature give a promising hope regarding the way they will carry out their future teaching. Their ideas are still growing however, considering that they are able to identify such complex issues in the span of four years and saw the possibilities of implementing on online platform cannot be overlooked and must be acknowledged.

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1. Introduction 2. Reviews of literature. 3. Methodology. 4. Data Analysis and Interpretation 5. Conclusion, References, Annexure.

18. SAHOO (Ranjan Kumar)
Morung among the Nagas: Encounter of Traditional Education with Colonialism and Christianity.
 Supervisors: Prof. Pankaj Arora and Prof. Pranita Gopal
Th 28694

Abstract

Neoliberalism is currently the most dominant political philosophy across the world. The term 'neoliberalism' has been introduced as a new mode of regulation or form of governmentality within higher education (Olssen & Peters, 2005). It is basically a theory of the political economy that contends that the greatest way to enhance human wellbeing is to liberate individual entrepreneurial freedoms and skills within an institutional setting characterized by robust private property rights, free markets, and free trade. The responsibility of the state is to create and maintain an institutional setting suitable for such practices (Harvey, 2005, p. 2). This study critically examines the neoliberal turn in India's higher education system, exploring its historical evolution, policy changes, and their impact on key aspects such as access, equity, quality, autonomy, governance, finance, and academic culture. The Convergent Parallel Design of the mixed method approach was used as the primary design for the study. The researcher selected ten higher education institutions across Delhi NCR and Odisha, including central, state, private, deemed universities, and government colleges as the research site of the study by adopting the purposive sampling method. A total of 93 students, 73 teachers, and 04 academicians or educationists were selected as a sample of the study and data were collected through questionnaire and semi-structured interview schedule. For teachers and academicians or educationists as a part of the required field work. The quantitative data were analyzed through percentage analysis and the qualitative data through thematic analysis. The findings of the study reveal that while neoliberal reforms have diversified higher education and increased learning opportunities, they have also deepened systemic inequalities, reduced public university autonomy, and commercialized education. The policy is also found justified as it is based on individual economic rationality which helps consumers (students) to choose the best product (institution) for themselves and it helps in preparing workforce, which ultimately benefits the socioeconomic development of the nation. The primary goal of the study is to inspire the higher education institutions, academic staff, students, policymakers, and other agencies related to education to reflect upon it and necessitate positive changes accordingly.

Contents

1 background of the study 2 theoretical framework 3. methodology of the study 4. policy perspectives of higher education in india 5. data analysis and interpretation 6. summary and conclusion.

19. SAINI (Deepti)
Construction of Masculinities in School.
 Supervisors: Prof. Nidhi Gulati, Prof. Anita Rampal and Prof. Poonam Batra
Th 28276

Abstract

The present research aims to explore the construction, performance and negotiation of masculinity among boys aged 15–19 years. The study examines the construction of masculinity through the physical body and bodily practices of sports and fitness.

The study also examines how social expectations and family pressures influence the educational, personal, and professional aspirations of young boys. The theoretical background of this study is derived from the theories of R.W. Connell, and a contextualised understanding is provided by the work of Sanjay Srivastava. Connell (2005) notes that masculinities are constructed through social practices and bodily practices. At a given time, a form of masculinity holds a hegemonic status. In a postcolonial Indian context, Srivastava (1989) theorises masculinity as relational and embedded in institutional contexts, such as the school. He also suggests that masculine identities are negotiated through consumption, urban space, and the regulation of sexuality. The study site is a private senior secondary school. The sample size of the study consists of 40 boys. Data was collected in three phases using observations, focused group discussions and personal interviews. The analysis of data reveals that expressions and performance of masculinities for boys are constrained by gendered boundaries. There is policing of one's sexuality, and homophobic attitudes are visible through peer regulation. Masculine identities of young boys are constructed and negotiated through their participation in various physical activities, including yoga, bodybuilding, and sports. The boys focus on constructing a muscular, strong body that is characterised in popular understanding as masculine. There is an aspiration for well-paying jobs, success, and respectable status through education and skill-based learning. Boys display eagerness for early entry into the workforce and a desire for financial independence. Their aspirational capacity is seen as constrained by time, parents' financial status, availability of employment opportunities, and a lack of mentorship.

Contents

1. Masculinities in Transition 2. Tracing Masculinities: A Thematic Review. 3. Methodological Considerations. 4. Becoming Men. 5. Sports, Bodies and Masculine Identity. 6. Education and Aspirations 7. Conclusion Concluding Remarks. References, Annexures.

20. SARITA DEVI

Experiences of Learners with Visual Impairments About Learning Science at the Upper Primary Level.

Supervisor: Dr. Meenakshi R. Ingole
Th 28277

Abstract

This study explores the experiences of learners with visual impairments in science education, challenging pervasive societal misconceptions about disability and learning capabilities. Employing a reflective lifeworld research approach, the study conducted extensive fieldwork in two special schools for visually impaired students to understand their science learning experiences. The research reveals critical insights into the challenges faced by visually impaired learners in science classrooms. Negative perceptions from school administrators and teachers suggest a widespread belief that science is unsuitable for these students. The study found that as students progress to higher grades, they perceive science as becoming increasingly difficult. Despite these challenges, learners demonstrate a natural curiosity about scientific concepts, though their engagement can be hindered by monotonous teaching methods. Braille emerges as the primary learning tool, often due to the lack of alternative resources rather than pedagogical preference. A significant concern is the inadequacy of special education classrooms in supporting students with additional disabilities, exposing fundamental limitations in specialized education. The findings underscore the need for comprehensive educational reforms.

The research suggests that educational institutions must develop resources beyond Braille, challenge institutional biases about visually impaired students' scientific potential, and redesign curricula with accessibility as a core consideration. Implementing multi-sensory teaching approaches and providing targeted support for higher-grade challenges are crucial. Moreover, special education institutions need to enhance their capacity to support students with multiple disabilities, moving towards a more inclusive and supportive learning environment. Ultimately, the study calls for a transformative approach to inclusive education that recognizes and nurtures the scientific potential of all learners, regardless of visual ability.

Contents

1. Introduction 2. Review of Related Literature 3. Research Methodology 4. Data Analysis 5. Reporting Results, Conclusion, and Educational Implications, References, Bibliography.

21.

सीमा

बहुक्षमता युक्त कक्षाओं में हिंदी भाषा दक्षताओं के विकास के लिए अधिगम प्रतिक्रियाएँ।

निर्देशक : प्रो. आशीष रंजन एवं प्रो. रामजी दुबे

Th 28285

सारांश

प्रत्येक मनुष्य को अपने जीवन को सहज बनाने व उसे सर्वांगीण रूप से विकसित करने में निम्नतम किसी एक भाषा (प्रस्तुत शोध कार्य के संदर्भ में हिंदी भाषा है) के आधारभूत कौशलों में निपुण होना अत्यंत आवश्यक है। चूंकि भाषा ही वह साधन है जिसके माध्यम से एक व्यक्ति सोच-विचार कर पाता है व साथ ही आलोचनात्मक चिंतन कर अपने जीवन में संभवतः उपयुक्त निर्णय ले पाने में सक्षम हो पाता है। विभिन्न शोध अध्ययन, शैक्षणिक दस्तावेज, आकलन प्रतिवेदन तथा शोधकर्त्री की लगभग 16 वर्षों की शैक्षणिक यात्रा व उसका स्वयं का एम्.फिल. शोध अध्ययन आदि सभी यह स्थापित करते हुए दिखाई देते हैं कि पिछले दो दशकों से भारत में हमारी कक्षाएं विविधतापूर्ण ढंग से विकसित हो रहीं हैं। विद्यालय में लगभग 8 वर्षों तक निरंतर हिंदी भाषा अध्ययन करने के बावजूद भी उनमें अपेक्षित भाषा दक्षताओं का विकास नहीं हो पा रहा है जोकि काफी चिंताजनक स्थिति है। अतः एक शिक्षक के सामने एक बड़ी चुनौती यह दिखाई पड़ती है कि वह कैसे एक बहुक्षमता युक्त कक्षा में बच्चों की हिंदी भाषा दक्षताओं को विकसित करे? अतः शोधकर्त्री ने प्रस्तुत शोध कार्य के माध्यम से यह जानने का प्रयास किया है कि 'कौन सी अधिगम प्रक्रियाओं को अपनाकर एक बहुक्षमता युक्त कक्षा में बच्चों की हिंदी भाषा दक्षताओं का विकास किया जा सकता है? निर्धारित शोध उद्देश्यों के अध्ययन के लिए शोधकर्त्री ने वर्णात्मक शोध विधि के अंतर्गत चार चरणों में पूरे कार्य को किया है। शोध कार्य के प्रथम चरण के अंतर्गत विविध गतिविधियों व शोध उपकरणों का प्रयोग करते हुए कक्षा 6 व कक्षा 8 के विद्यार्थियों की हिंदी भाषा अधिगम (पठन व लेखन सम्बन्धी) सम्बन्धी आवश्यकताओं व क्षमताओं की पहचान की गई है। तत्पश्चात शोध कार्य के द्वितीय चरण में विश्लेषित आवश्यकताओं व क्षमताओं के आधार पर विभेदीकृत निर्देशन प्रक्रिया तथा विभाग द्वारा निर्धारित अधिगम सम्प्राप्तियों (Learning outcome) को ध्यान में रखते हुए दोनों कक्षाओं (40-40 बच्चों) के लिए 7-7 भाषाई कार्यों का निर्माण किया गया है। शोध कार्य के तृतीय चरण में निर्मित भाषाई कार्यों को दोनों कक्षाओं में बच्चों के साथ क्रियान्वयित किया गया है। तत्पश्चात भाषा कार्यों को विभिन्न प्रकरणों के आधार पर विश्लेषित व व्याख्यायित कर उनकी भाषा अधिगम में भूमिका को जानने का प्रयास किया है। शोध कार्य के चतुर्थ चरण में शोधकर्त्री ने बच्चों के साथ अनौपचारिक संवाद के द्वारा भाषाई कार्यों के संदर्भ में उनके अनुभवों व सुझावों को जानने का प्रयास किया है। इसके साथ ही इन भाषाई कार्यों को अन्य 3 सरकारी विद्यालयों में कक्षा 6 व कक्षा 8 (दोनों कक्षाओं के 160-160 बच्चों) के अन्य हिंदी भाषा शिक्षकों (4-4) को अपनी कक्षाओं में क्रियान्वयित करवाने के लिए दिया है तथा शिक्षकों से अर्ध-संरचित साक्षात्कार के माध्यम से भाषाई कार्यों की

प्रभावशीलता के संदर्भ में उनके विचारों व अनुभवों को जानने का प्रयास किया है। अतः शोध कार्य के अंत में प्राप्त आंकड़ों के आधार पर उच्च-प्राथमिक स्तर पर हिंदी भाषा दक्षताओं में वृद्धि करने हेतु विभेदीकृत निर्देशन प्रक्रिया को शिक्षण - अधिगम प्रक्रिया का निरंतर हिस्सा बनाए जाने की प्रासंगिकता को अवलोकित करने का प्रयास किया गया है।

विषय सूची

1. भूमिका 2. सम्बन्धित साहित्य की समीक्षा एवं सैद्धांतिक पृष्ठभूमि 3. शोध-अभिकल्प 4. दत्त सामग्री संकलन, विश्लेषण एवं व्याख्या 5. निष्कर्ष एवं सुझाव। ग्रंथ सूची। परिशिष्ट।

22. SHALU DEVI

Education of Girls with Disability in the State of Haryana.

Supervisor: Dr. Subhash Chander

Th 28278

Abstract

Education could be used as a tool for the upward economic and Social mobility of a person. It is fundamental for acquiring full human potential, developing holistic society, and promoting national development . Providing universal access to quality education is key to continued ascent, and leadership on the global level in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation on (NEP 2020). It has the potential to bring a desirable change in the society. Education also helps in bridging the gap between various sections of society. If we talk about the marginalized section then it is like a means of equity and justice for them. Education helps in connecting the GWDs with rest of the society. They remain marginalized for a longer period of time reason being their gender and disability. They are doubly excluded because of these two factor. Studies have shown that this dual matrix make their status more vulnerable in the society. This study tried to explore the policies and provision helpful to GWDs of Haryana state and how actually they are implemented in the schools? It also trying to explore a nuanced picture of their social, academic and emotional issues at school level and at home. What could be the possible suggestions to overcome these challenges within the education system also discussed here.

Contents

1. Introduction of the Study 2. Conceptual Framework 3. Design of the Study: Building a Framework of the Study 4. Analysis and Interpretation of the Study 5. Conclusion. Bibliography, Appendices.

23. SHARMA (Ram Murti)

Towards Understanding the Role and Participation of School Teachers' Collectives in the Educational Policy Making Process.

Supervisors: Dr. Namita Ranganathan

Th 28279

Abstract

Teachers have a central role in ensuring high-quality, equitable, and lifelong learning at both global and national levels. As liberal democracy has evolved, teachers have organized themselves into collectives to defend their rights and interests. In India, teacher unions antedate trade unionism, and the first union was formed in 1890 in

the colonial era. These collectives gradually widened their involvement to academic and professional issues, frequently obstructing policies viewed as inimical to teachers' socio-economic status and professional discretion. The present study analyzes the role and involvement of school teacher collectives in educational policy-making, a process that entails numerous stakeholders and evolves through intricate phases. Some of the key questions are if teacher collectives are recognized as authentic civil society players in policy consultations, if they are prepared for the role, if they can reposition themselves in response to changing school policies, if they have clear positions on policy matters, especially during the post-liberalization period, and how they approach challenges brought by neoliberal reforms. Three teacher collectives based in Delhi, Lok Shikshak Manch (LSM), Government School Teachers' Association (GSTA), and Akhil Dilli Prathamaik Shikshak Sangh (ADPSS), are analyzed. Collection of data entailed detailed study of documents, pamphlets, official correspondence, submissions at policy levels, and in-depth interviews with senior officials. The findings show that though some collectives openly question policy reforms, their limited size restricts their influence. They also participate in global and regional policy debates regarding teachers' rights and working conditions, and broaden their advocacy beyond the issues of teachers to involve student welfare. Yet, the state frequently attempts to undermine these collectives by controlling their bargaining space and denying them meaningful policy participation.

Contents

1. Historical Backdrop, Central Focus and Significance of the Study
 2. Perspective of The State on School Teachers' Collectives in the educational policy-Making Process
 3. Locating school teachers' collectives in educational policies and transnational networks in the Post-Liberalisation Period.
 4. Case studies of the Three school teachers' collectives.
 5. Consolidation and discussion of key findings and researcher's reflections.
24. SHARMA (Swati)
Insight into Bullying from Developmental Contextual Perspective in Schools of East Delhi.
 Supervisor: Prof. Renu Malaviya
Th 28695

Abstract

Bullying is one of the matters of concern for all stake holders involved with schools. It is important to understand the developmental background and context in which a child develops as bully, victim and so on. Understanding about interrelated and adjoining issues related to a child needs an inter-agency response. In this research, an alternative and effective approach is adopted to enquire about motivational and responsible factors for the child's distinct behaviour (bullying) and identify their motivations for such behaviour of them. This approach is developmental contextual perspective of Bullying which recognises child's developmental pathways with the help of their individual characteristics and their interaction with their salient relationships. The objectives of the study were to gain insight into different types of bullying, document various standard operating procedures of schools for identification, prevention and control on bullying, understand the variation in consequences for different roles in bullying, explore the stakeholders' perception about different roles in bullying and document developmental contexts which leads to the creation of bullies, victim and bystander. In the present study, mixed method research design has been employed by including quantitative and qualitative approaches, in combination which provided a better understanding of research problems. The population comprises the learners, teachers, counsellors, school

administrators and parents of all the Government and Private co-ed senior secondary schools of East Delhi affiliated from CBSE and having appointed professional counsellors in their school. The total sample size includes 507 individuals by including all stakeholders contributed. Semi structured interview, Questionnaire, focused group Discussion and Case study were used as tools to collect the data. The responses of the questionnaire and semi structured interview were converted into the percentages and frequencies. In the present study, the data analysis was done both qualitatively and quantitatively. In order to present and analyze the data systematically and comprehensively, themes and sub themes were identified and analysis of the data has been done. Results and interpretation of the data is done within 15 themes and the responses from students, teachers, counsellors and school administrators were represented as subthemes which then analyzed and conclusions drawn from it.

Contents

1. introduction 2. related literature 3 design of the study 4. results and interpretation of data 5. findings 6 Findings, Conclusion. Bibliography.

25. स्नेह लता
प्रथम पीढ़ी की छात्राओं के अनुभव जगत से विद्यालयी प्रक्रियाओं एवं कक्षागत संव्यवहार का विश्लेषण।
 निर्देशक : प्रो. नीरा नारंग
 Th 28286

सारांश

शोध-सारांश "प्रथम पीढ़ी की छात्राओं के अनुभव जगत से विद्यालयी प्रक्रियाओं एवं कक्षागत संव्यवहार का विश्लेषण" स्नेह लता प्रोफेसर नीरा नारंग (शोध छात्रा) (शोध पर्यवेक्षिका) यह शोध प्रथम पीढ़ी की छात्राओं के जीवन-प्रसंगों, शैक्षिक अनुभवों तथा विद्यालयी-संस्थागत प्रक्रियाओं के संदर्भ में उनके समायोजन, संघर्ष एवं आत्मनिर्माण की प्रक्रिया का गुणात्मक विश्लेषण प्रस्तुत करता है। यह अध्ययन इस बात को केंद्र में रखता है कि शिक्षा केवल एक अकादमिक प्रक्रिया न होकर एक सामाजिक, सांस्कृतिक व आर्थिक प्रक्रिया भी है, जो छात्राओं की पहचान, आत्मविश्वास, निर्णय लेने की क्षमता एवं भविष्य की आकांक्षाओं को गहराई से प्रभावित करती है। शोध के प्रमुख उद्देश्य प्रथम पीढ़ी की छात्राओं की पारिवारिक-सामाजिक पृष्ठभूमि, विद्यालयी प्रक्रियाओं में सहभागिता, शैक्षिक चुनौतियाँ, नीतियों व योजनाओं का प्रभाव, तथा शिक्षा से निर्मित होती उनकी अस्मिता के अनुभवों को उजागर करना है। इसके अंतर्गत यह जानने का प्रयास किया गया है कि विद्यालय में इन छात्राओं के अनुभव अन्य छात्राओं से किस प्रकार भिन्न हैं, वे किन बाधाओं से जूझती हैं, किस प्रकार का शिक्षक-सहपाठी व्यवहार उन्हें प्राप्त होता है, और वे शिक्षा के माध्यम से किस प्रकार सामाजिक गतिशीलता, आत्मसम्मान व पहचान की ओर बढ़ती हैं। इस शोध में गुणात्मक शोध पद्धति को अपनाया गया है, जिसमें केसवार अध्ययन (case study) के अंतर्गत आत्मवृत्तांतों (Narratives) का संग्रहण किया गया, जिसके आधार पर 16 प्रथम पीढ़ी की छात्राओं के जीवन अनुभवों को संकलित और विश्लेषित किया गया है। इन केस स्टडीज़ के अंतर्गत शोध प्रश्नावली के माध्यम पाँच आयामों द्वारा शोधार्थी ने थीम आधारित विश्लेषण द्वारा छात्राओं के पारिवारिक, सामाजिक, आर्थिक, विद्यालयी, कक्षागत एवं नीतिगत अनुभवों का गहनता से विश्लेषण किया है। इन छात्राओं को "प्रथम पीढ़ी की छात्राएं" इस आधार पर माना गया है कि वे अपने परिवार की पहली ऐसी सदस्य हैं, जो विद्यालयी शिक्षा की औपचारिक प्रणाली में कक्षा 10 के बाद भी अध्ययनरत हैं। शोध के विश्लेषण से स्पष्ट होता है कि अधिकांश छात्राएँ सामाजिक-आर्थिक चुनौतियों, पारिवारिक पाबंदियों, भाषाई बाधाओं और शिक्षक-सहपाठी व्यवहार की कठिनाइयों का सामना करती हैं, फिर भी वे शिक्षा को सामाजिक परिवर्तन एवं व्यक्तिगत मुक्ति का माध्यम मानती हैं। शिक्षा ने उनके भीतर आत्मनिर्भरता, विकल्प चुनने की क्षमता

तथा सामाजिक दृष्टिकोण को विकसित किया है। शोध में यह भी स्पष्ट होता है कि सरकारी योजनाओं (जैसे छात्रवृत्तियाँ, मिड-डे मील, लाडली योजना) की जानकारी एवं पहुँच सीमित रही, जिससे योजनाओं का अपेक्षित लाभ प्रत्येक छात्रा तक नहीं पहुँच पाया। वहीं, कुछ विद्यालयों में शिक्षकों का प्रेरणादायक व्यवहार इन छात्राओं के लिए दिशा-निर्देशक साबित हुआ। अतः ऐसे में अब आवश्यक हो जाता है कि शिक्षा नीतियाँ एवं विद्यालयी प्रक्रियाएँ इन छात्राओं की विशिष्ट आवश्यकताओं को समझें, समर्थन प्रदान करें और उन्हें प्रथम पीढ़ी की छात्राओं के रूप में पहचान देकर अस्मितामूलक शिक्षा के अवसर प्रदान करें। संकेत शब्द - प्रथम पीढ़ी, अनुभव जगत, विद्यालयी प्रक्रियाओं, कक्षागत संव्यवहार, विश्लेषण।

विषय सूची

1. विषय प्रवेश 2. सम्बन्धित साहित्य की समीक्षा 3. प्रविधिशास्त्र 4. सहभागी अध्ययन का प्रस्तुतीकरण 5. विश्लेषण एवं व्यख्या 6. परिणाम एवं निष्कर्ष। संदर्भ ग्रंथ सूची। परिशिष्ट।

26. यादव (नीतू)

वयस्कों में जेंडर अस्मिता विनिर्मिति : समाज-सांस्कृतिक एवं शैक्षिक संदर्भ।

निर्देशक : प्रो. नीरा नारंग

Th 28284

सारांश

विभिन्न उपलब्ध स्त्री-विमर्श, साहित्य-शोध एवं पुरुष अध्ययनों में स्त्री-पुरुष की ध्रुवीय विवेचना से पृथक प्रस्तुत शोधकार्य स्त्री-पुरुष की गत्यात्मक और अन्तर्क्रियात्मक रूप से विनिर्मित होती जेंडर-अस्मिता को समझने का प्रयास है। जिसके लिए राजधानी नई दिल्ली राज्य के मध्यमवर्गीय परिवारों के कुल दस वयस्क (30 से 50 वर्ष तक), विवाहित, कामकाजी एवं शिक्षित दंपतियों का सोद्देश्य चयन कर उनके समग्र जीवन-अनुभवों (आरंभिक एवं वर्तमान) का केस अध्ययन के अन्तर्गत आत्मवृत्तात्मक साक्षात्कार किया गया। जिनके थीम-आधारित विश्लेषणात्मक अध्ययन में यह पाया गया कि स्त्री और पुरुष दोनों ही की आरंभिक जेंडर-अस्मिता विनिर्मिती में परिवार, परिवेश और माता-पिता की विशेष भूमिका निहित होती है, जो बच्चों के भूमिकाओं, उत्तरदायित्वों, कार्य विभाजन, करियर-शिक्षा के साथ ही वैवाहिक निर्णयों को भी गहनता से प्रभावित करते हैं। इसके साथ ही आगे वयस्कावस्था में, विवाह-पश्चात कामकाजी दांपत्य जीवन स्त्री-पुरुष दोनों ही की जेंडर-अस्मिता को गत्यात्मक रूप से पुनर्विनिर्मित करने में मुख्य भूमिका निभाते हैं। जिनके कारण परंपरागत भूमिकाओं से अलग जहाँ स्त्री 'ब्रेडविनर' बनकर उभरी हैं, वहीं इसके सापेक्ष ही पुरुष भी कार्य क्षेत्र के अलावा कुछ लचीली, नवीन घरेलू भूमिकाओं पर अपनी सक्रिय साझेदारी करता 'नवीन पुरुष' के रूप में दिखता है। हालांकि इन साझेदारियों में निहित समाज सांस्कृतिक सीमाएं भी स्पष्टतः देखी जा सकती हैं। दंपतियों के अन्तर्व्यक्तिक संबंधों की विश्लेषणात्मक परिणामों में यह पाया गया कि यद्यपि स्त्री-पुरुष एक दूसरे की स्वतंत्रता, नियंत्रण, स्वायत्तता और निर्णयों को नवीन रूपों में परिभाषित करते अवश्य दिखते हैं, परन्तु इन उभरते समतामूलक संबंधों में निहित छिपे आशयों की 'शक्ति-संबंधों' के संदर्भ में पृथक व्याख्या शेष है। अंत में, स्त्री-पुरुष जेंडर अस्मिता विनिर्मिती के इस सतत् सम्पूर्ण प्रक्रिया में शिक्षा एवं समाज-सांस्कृतिक संदर्भ महत्वपूर्ण भूमिका निभाते हैं, जिससे स्त्री-पुरुष के बदलती जेंडर अस्मिताओं को उनके नवीन व्यवहार, विचार और भूमिकाओं के रूप में देखा जा सकता है।

विषय सूची

1. विषय प्रवेश 2. सम्बन्धित साहित्य की समीक्षा 3. प्रविधिशास्त्र 4. सहभागी अध्ययन का प्रस्तुतीकरण 5. विश्लेषण एवं व्यख्या 6. परिणाम एवं निष्कर्ष। संदर्भ ग्रंथ सूची। परिशिष्ट।

27. YADAV (Payal)

Rituals of Schooling and Socialisation of Students: A Study of an Arya Samaj Kanya Gurukul in Haryana.

Supervisor: Dr. Radhika Menon

Th 28280

Abstract

Schools are important socialising agencies after the family because a child spends a considerable part of the formative years in these institutions. However, the school experiences are varied due to varied institutional norms, practices and also determined by a child's social, economic, and cultural context. In the Indian context, schools differ considerably on the basis of who owns, manages or runs the school (Juneja, 2011, p.209). Yet, there is limited understanding of schools as an institution, especially from a sociological perspective (Nambissan, 2013; Vasavi, 2015). Therefore, the focus of the present research is to understand the day-to-day rituals of schooling and socialisation of students in an Arya Samaj Kanya Gurukul situated in Haryana. The study adopts learnings from new sociological perspectives and is conceptually eclectic. The focus is on school as an institution and a case study of the selected school has been undertaken using various tools and techniques like detailed interviews. The socio-historical context of the Kanya Gurukul has been traced and school processes are seen through its daily rituals, both educational and Arya Samaji. The study reveals how a regimented daily schedule is ensured around yagya, recitation of mantras, instilling sanskars etc. contributes to developing the dual elements of religious education as well as demands of formal schooling. The study indicates that over the years the strict enforcement of religious practices and stringent gendered norms inherent in the curriculum and daily activities has given rise to contradictions in the progressive claims. Not all students internalise the Arya Samaji practices, as they look at it as part of formal education. Rather many try to bypass various activities in subtle, unorganised ways. At the same time the Kanya Gurukul is also trying to align itself with contemporary educational contexts while also sustaining its image as an Arya Samaj institution.

Contents

1. Introduction 2. Review of literature. 3. Arya samaj: origin and development 4. Lona kalan school: a profile 5. Ritual practices and socialisation of students in lks. 5. Conclusion.