

CHAPTER 12

EDUCATION

Doctoral Theses

01. BAHUGUNA (POOJA)
Exploring Second Grade Children's Reading and Meaning Making Processes
Supervisors : Dr. Shobha Sinha
Th 25121

Contents

1. Introduction 2. Review of related literature 3. Methodology 4. Data analysis and interpretation 5. Discussion and conclusion. 6. References. Appendices.

02. GOSAIN (KRITIKA)
Developing Techno-Pedagogic Competencies Among Secondary Pre-Service Teachers.
Supervisors : Dr. M. Rajendran
Th25126

Abstract (Verified)

The present study is focused on the construction of a learning design that aims at developing techno-pedagogic competencies among pre-service teachers. Since the prime focus of the study is to create a learning design, therefore the study adopted the design-based research (DBR) methodology for the development of techno-pedagogic competencies among pre-service teachers (LD-TPC-PST). A learning design is a detailed account of learning objectives, learning activities, the role of participants, tools, resources, and outcomes that describes a pedagogical scenario. The conceptual map of the Larnaca Declaration of the learning design-2013 (Dalzeil et al., 2016) is taken as the blueprint for the construction of the LD-TPC-PST. The formulated learning design is based on the educational philosophy of connectivism, cognitivism, and constructivism. The four-phased teaching cycle (going from direct to indirect teaching method) for the learning design is based on the various instructional and learning theories that explain how individuals learn and what kinds of practices are required to make them learn. The learning environment of the learning design is comprised of face to face classes and online instructional support (via learning management system). There are twelve topics in the learning design, which are delivered by forty teaching-learning activities crafted around thirty-two free and open-source software. Constructed learning design is evaluated through pretest-posttest one group experimental time-series design, qualitative analysis of pre-service teachers' interview transcripts and assessment of pre-service teacher's lesson activities. Findings from the study revealed that the learning design has effectively led to the development of techno-pedagogic competencies among the pre-service teachers. Also, the pre-service teachers have learned many ways of representing their subject matter through free and open-source software that developed technological pedagogical knowledge in them.

Contents

1. Introduction 2. Review of literature 3. Research methods 4. Exploration 5. Construction of LD-TPC-PST 6. Evaluation 7. Results, discussions and conclusion 8. References.

03. गोस्वामी (नेहा)
महिला एवं पुरुष साहित्य लेखन में परिलक्षित जेंडर संरचना।
 निर्देशिका : प्रो. नीरा नारंग
Th 25128

सारांश
 (असत्यापित)

बदलते समय के साथ-साथ जेंडर संरचना में भी परिवर्तन हुआ है। समाज में नए मानदंडों की स्थापना हुई, स्त्री-पुरुष संबंध बदलते चले गए, लिव-इन-रिलेशनशिप जैसी नयी परम्पराओं का जन्म हुआ। थर्ड जेंडर भी विमर्श का हिस्सा बनने लगे। इस परिवर्तित होते समाज को समझने के लिए साहित्य एक सशक्त माध्यम है जो हमें समाज की सामाजिक, आर्थिक, राजनैतिक संरचनाओं को समझने के साथ-साथ आगे बढ़कर सामाजिक जीवन का अनुभव भावात्मक स्तर पर भी करवाने में सक्षम होता है। इस सामाजिक जगत की सबसे प्रभावशाली अभिव्यक्ति हमको उपन्यास विधा में मिलती है। उपन्यास विधा के माध्यम से हम किसी भी समाज की 'समाजशास्त्रीय छानबीन' कर सकते हैं। प्रस्तुत शोध में हिन्दी साहित्य की समृद्ध विधा 'उपन्यासों' के माध्यम से समाज में मौजूद जेंडर संरचना एवं जेंडर निर्मिति में सामाजिक संस्थाओं की भूमिका, जेंडर असमानता के स्थल, जेंडर विभेद की भाषा एवं जेंडर की दृष्टि से इन साहित्यिक रचनाओं की शैक्षिक उपयोगिता को समझने का प्रयास किया गया है। प्रस्तुत शोध एक गुणात्मक शोध है जिसमें विषय वस्तु विश्लेषण विधि का प्रयोग किया गया है। इसके लिए हिन्दी साहित्य में से कुल छः उपन्यासों का चयन किया गया जिनमें तीन महिला लेखिकाओं एवं तीन पुरुष लेखकों द्वारा रचित हैं एवं इनका समाजशास्त्रीय दृष्टिकोण से आलोचनात्मक अध्ययन किया गया है। साथ ही यह भी समझने का प्रयास किया गया कि क्या स्त्री एवं पुरुष लेखकों के जेंडर संबंधी दृष्टिकोण में कुछ अंतर दिखाई देता है? शोध से यह पता चलता है कि समाज में जेंडर संरचना को लेकर बदलाव हो रहे हैं परंतु पितृसत्ता आज भी हावी है। शिक्षा और आत्मनिर्भरता पितृसत्ता के खिलाफ संघर्ष करने में मददगार है। जेंडर के प्रति मानसिकता बदलने के लिए शैक्षिक नीतियों, योजनाओं, पाठ्यचर्या आदि में परिवर्तन की आवश्यकता है और साथ ही शिक्षक की भूमिका इसमें अहम है।

विषय सूची

1. विषय-निरूपण 2. पूर्वपीठिका एवं सम्बद्ध साहित्य सर्वेक्षण 3. शोध-विधि 4. आधार सामग्री का अनुशीलन एवं विश्लेषण 5. शोध-निष्कर्ष, सीमाएँ एवं सुझाव। सन्दर्भ ग्रंथ सूची। परिशिष्ट।

04. हैप्पी कुमारी
प्राथमिक विद्यालयों के बच्चों में, द्वितीय भाषा कौशलों के विकास में सहायक-तकनीकों की भूमिका का अध्ययन।
 निर्देशिका : डॉ. वीना कपूर
Th 25125

*सारांश
(सत्यापित)*

आधुनिकसमय में सहायक तकनीकें शैक्षिक स्तर पर अधिक स्वतंत्रता देने और शिक्षा की गुणवत्ता में सुधार करने के लिए एक महत्वपूर्ण साधन के रूप में विद्यमान हैं। सहायक तकनीकी साधन जोकि मुख्य रूप से भारतीय सरकारी विद्यालयों में उपलब्ध हैं और जिनका शिक्षण-अधिगम के लिए उपयोग किया जाता है। हम में से अधिकांश लोग निश्चित रूप से सहमत होंगे कि सहायक तकनीकें शिक्षा में बहुत फायदेमंद होती हैं। द्वितीय भाषा के शिक्षक शिक्षण-अधिगम की प्रक्रिया में विभिन्न प्रकार की सहायक तकनीकों का उपयोग करने के महत्व को भी समझते हैं। प्राथमिक स्तर पर भाषा अधिगम का मुख्य ध्येय बुनियादी कौशलों का विकास करना होता है, ताकि बच्चा अपने आसपास के परिवेश को समझ सकें और उसी अनुरूप अपने विचारों को अभिव्यक्त कर सकें। इसलिए इस अध्ययन का उद्देश्य प्राथमिक स्तर के विद्यालयों में द्वितीय भाषा कौशलों के विकास में सहायक तकनीकों की भूमिका का विश्लेषण करना था। प्रस्तुत शोध अध्ययन दिल्ली क्षेत्र में स्थित सरकारी प्राथमिक विद्यालयों में आयोजित किया गया था। इसके लिए एकेस अध्ययन अनुसंधान डिजाइन को नियोजित किया गया, जिसके आधार पर गुणात्मक रूप से आकड़ों का संग्रहण कर उसका विश्लेषण किया गया। आकड़ों के एकत्रीकरण के लिए अवलोकन, साक्षात्कार और पाठ्यपुस्तक विश्लेषण प्रविधियों का चयन किया गया एवं अध्ययन में शामिल प्रश्नों के जवाब में उभरते विषयों को समझने के लिए प्रतिभागियों की प्रतिक्रियाओं का विश्लेषण करने के लिए त्रिकोणीय दृष्टिकोण अपनाया गया था। यह अध्ययन शिक्षकों के साथ-साथ शिक्षार्थियों की द्वितीय भाषा के विकास में शैक्षिक सहायता के लिए संभावित सहायक तकनीकों की जांच करता है। इस तरह यह शोध अध्ययन द्वितीय भाषा कौशल विकास और सहायक तकनीकों को मनोसामाजिक दायरे में समझने का एक प्रयास है।

विषय सूची

1. परिचय 2. संकल्पनात्मक रूपरेखा और सैद्धांतिक अंतर्दृष्टि 3. शोध विधि 4. विश्लेषण और परिचर्चा (भाग-1) 5. विश्लेषण और परिचर्चा (भाग-2) 6. सारांश, निष्कर्ष और सुझाव। सन्दर्भ ग्रंथ सूची। परिशिष्ट।

05. JOSEPH (Anthony)
Reflexive Pedagogy: A Hermeneutic Phenomenological Exploration of Teacher Educators' Reflexivity.
 Supervisor : Dr. Sailaja Chennat
Th 25120

Contents

1. Introduction 2. Reflexive pedagogy: context 3. Conceptualizing reflexive pedagogy 4. Philosophical foundations 5. Method 6. Reflexive pedagogy: thematic analysis and discussion 7. Conclusion 8. References. Appendices.

06. MALHOTRA (Puneeta)

Integration of History and Philosophy of Science in the Topic on the Atomic Theory And Its Effectiveness On Students' Understanding

Supervisors : Prof. Sadhna Saxena and Prof. Yukti Sharma

Th25123

*Abstract
(Verified)*

Chemistry curriculum in Senior School and college is extension of atomic theory. Appreciating this fact, atomic theory finds space in school science curriculum across the globe. However, the abstract nature of this topic makes it difficult for students to comprehend. Alternative conceptions related to particulate nature of matter impede understanding of chemistry. The researcher, a chemistry teacher, has been encountering difficulty in teaching abstract topics like structure of atom, bonding etc. For comprehending these topics, a sound understanding of particulate nature is essential, which students lack. For studying chemistry, a student first needs to develop an understanding that matter is made up of particles. The researcher decided to find out the alternative conceptions (if any) held by students related to particulate nature of matter. In case there were alternative conceptions, then use History and Philosophy of Science (HPS) approach to teaching of atomic theory and find out if it helps resolve or reduce alternative conceptions about particulate nature of matter. Contents A quasi-experimental design was used to compare HPS approach with the conventional method. Sample chosen was Grade XI students of two schools affiliated to CBSE situated in Delhi NCR, India. Pre-Test, Intervention, Post-Test design was used. Control group was taught using conventional method while experimental group using HPS. On the basis of Pre-test, alternative conceptions were identified. Analysis using t-test established there was no significant difference between control group and experimental group in their understanding of particulate nature of matter. Both groups were equivalent, external variable for two groups was teaching methodology. After intervention, post-test was conducted. On the basis of t-test analysis, it was concluded that HPS approach is better methodology to reduce alternative conceptions related to particulate nature of matter.

Contents

1. Introduction 2. Review of literature 3. Research design 4. Analysis and interpretation of data 5. Discussion, conclusions and educational implications 6. References.

07. महावरा (अविनाश)

संस्कृत शिक्षकों के व्यवसायिक निर्माण की प्रक्रिया का अध्ययन : श्री लाल बहादुर शास्त्री राष्ट्रीय संस्कृत विद्यापीठ संदर्भित एक व्यक्तिगत अध्ययन।

निर्देशिका : प्रो. अल्का बिहारी एवं डॉ. निरूपमा जैमिनी

Th 25129

*सारांश
(असत्यापित)*

इस सन्दर्भ में विचार करते हुए जब हम साहित्य सर्वेक्षण करते हैं, तब ज्ञात होता है कि- भाषाशास्त्रीय एवं संस्कृत-भाषा के आन्तरिक विषयों यथा- व्याकरणिक, साहित्यिक, तुलनात्मक (ग्रन्थ तुलना) अनुसन्धान तो बहुत अधिक मात्रा में विभिन्न विश्वविद्यालयों के

संस्कृत-विभागों द्वारा करवाये गये हैं तथा करवाये जा रहे हैं, लेकिन मूलतः संस्कृत भाषा/शिक्षा एवं संस्कृत शिक्षण पर शोध अध्ययन नाममात्र ही है। अतः शोधार्थी संस्कृत-शिक्षा सन्दर्भित शोध कार्य के प्रति जिज्ञासु हैं, जिसका प्रभाव यह है कि संस्कृत-शिक्षण-शिक्षा नामक शोधक्षेत्र प्रस्तुत हो रहा है। संस्कृत-शिक्षा पर विचार करते हुए एक दृष्टिकोण बन रहा है कि संस्कृत भाषा की शिक्षा व्यवस्था में किस प्रकार से कार्यकरण होता है? अर्थात् यह प्राचीन एवं आज भी नवीन संस्कृत-भाषा नित्य प्रति परिवर्तन से गुजरती हुई भी वैसी की वैसी ही है एवं हम सब के लिए उपयोगी सिद्ध हो रही है। तात्पर्य यह है कि संस्कृत भाषा एवं इसमें निहित ज्ञान के उपयोग से मानव जीवन सफल बनता है, लेकिन नवीन संस्कृतियों के प्रति आकर्षण एवं अन्य अनेक कारणों से हम अपने मूल से दूर होते जा रहे हैं। यह जानना आवश्यक है कि “संस्कृत संस्कृतमेव अस्ति” अर्थात् भारतीय संस्कृति, संस्कृत में निहित है, जिसके द्वारा हम अपने मूल्यों, परम्पराओं तथा व्यवहारों को समझते हैं। परन्तु इससे विलग होते जा रहे हैं। फिर संस्कृत-शिक्षा एवं इसकी शिक्षा-व्यवस्था को जानने की आवश्यकता है जिसके द्वारा हमारे मूल्यों की पुनर्स्थापना संभव है। संस्कृत भाषा के व्याकरण-पक्ष पर अनुसन्धानों से केवल शाब्दिक एवं आर्थिक ज्ञान होता है। साहित्यिक अनुसन्धानों से सामाजिक व्यवस्था सन्दर्भित ज्ञान होता है। भाषा-शास्त्रीय अनुसन्धानों से केवल भाषागत रचना का भाव स्पष्ट होता है। तुलनात्मक अनुसन्धानों से गुणदोष का पता चलता है। लेकिन इन सब कार्यों के मूल में रहने वाली संकल्पना क्या है? अर्थात् संस्कृत-शिक्षा का संकल्पनात्मक विकास कैसे होता है?

विषय सूची

1. शोध परिचय 2. शोध से सम्बन्धित साहित्य का सर्वेक्षण 3. शोध अध्ययन की पद्धति एवं नियोजन
4. संकलित आंकड़ों का प्रस्तुतीकरण एवं विश्लेषण 5. विश्लेषित आंकड़ों के आधार पर निष्कर्ष एवं परिणाम । सन्दर्भ ग्रंथ सूची। परिशिष्ट।

08. MALIK (Parul)

Critical Sexuality Education: Exploring Children's Agency.

Supervisor : Prof. Anita Rampal and Dr. Manisha Wadhwa

Th 25119

Abstract (Not Verified)

Critical Sexuality Education (CSE) as a comprehensive concept extends beyond sexual and reproductive health. It critically engages with ideas about gender roles and identities, inter-personal relationships, abuse and violence, affirmative aspects of sexuality, amongst others. This study was qualitative in nature, developed across three sites, namely, a private school, government-aided school and a Shelter Home for street children. These diverse sites helped build deeper perspectives about what sexuality education denotes for children living different lives. The study was informed by critical pedagogy, participatory, and peer-education theoretical and methodological frameworks, with an overall emphasis on equity and social justice.

Children's agency was prioritised as they themselves determined what and how they wanted to learn about sexuality, with the researcher-as-facilitator. Varied alternate research and pedagogic interventions were explored in the process, including inter-age Circles of Learning, children as researchers in the 'real' world and others. Meanwhile, a detailed analysis of the overall 'sexual culture' of the two schools demonstrated how sexuality is discursively shaped and regulated through the 'official' and 'unofficial' curriculums. It was observed that as institutions advanced largely proscribed expressions of sexuality, students actively negotiated with them and produced their own counter-cultures. The analysis of the Science textbooks for classes VIII-X showed that medicalised and decontextualised content is less relatable to the actual lives of students. Alternative material developed through civil society initiatives were reviewed as a part of this study, and brought into work with children across sites. A critical reading of contemporary national programmes and schemes, and Indian socio-cultural and comparative international perspectives, has informed the larger discourse of the study within which CSE warrants situating.

Contents

1. Engaging with sexuality in education 2. Critical sexuality education: a thematic review 3. Framing the research 4. Schooling sexuality 5. Peer sexual cultures at school 6. Critical sexuality education beyond the school 7. Concluding with transformative peer interventions at school 8. References.

09. PAL (Shruti)

Using Learning Styles to Enhance Learning in the Language Classroom.

Supervisor : Dr. Jyoti Kohli

Th 25122

Abstract (Not Verified)

An extensive literature review, analysing works on learning style families, personality and preference types, as well as scope for development of new styles, was undertaken to identify a model suitable for Indian classrooms. The family of flexibly stable learning preferences was chosen to help learners identify their preferred styles and also develop new styles. A combination of the styles continuums on the 'Honey and Mumford' and the 'Felder Silvermann' model resulted in a model with five style continuums and ten styles. A pilot module followed by three main modules were transacted. They incorporated different learning styles enabling learners to identify their preference and develop styles further. Various methods, such as questionnaires, checklist, observation, researcher's notes, and video recordings, were employed to collect data for the research. An analysis of the main modules indicated a strong preference for visual and active tasks. No clear preference was indicated in the other style continuums, which supports the claim that classroom instructions must include variety to incorporate learners of all types. Three learner profiles were created to understand the individual preference and the effect of learning styles based classroom transaction. A progressive change was noted in terms of style development, development of language skills and confidence level. While the learners understood what they prefer in the classroom, the researcher was able to understand the learners better. Identifying her teaching preferences in the classroom helped her modify instructions to suit various needs in the classroom.

Contents

1. Need and rationale of the study 2. Review of related literature 3. Design of the study 4. Observation, validation and pilot of the modules developed 5. Task wise analysis of learning style based modules developed by the researcher 6. Summary and conclusion 7. Bibliography. Appendices.

10. PALLAVI

Monolingual Ideologies and Translanguaging Practices : A Study of Multilingual Indian Classrooms

Supervisors : Prof. Rama Mathew, Dr. Anna Kristina Hultgren and
Dr. Mukul Priyadarshini

Th25117

Abstract
(Verified)

The National Policy of Education of India (1986) contends that multilingualism should be used as a resource in classrooms. However, it does not take into account real language practices of multilingual Indians that go beyond the boundaries of named languages, such as Hindi, English, Oriya. A number of scholars have argued that translanguaging practices, or fluid and dynamic language practices such as code-switching/mixing and translating, characterize language use in multilingual contexts. Although the policy argues that what children learn at schools should be integrated with the experiences that they have outside the school premises, fluid translanguaging in which multilingual students engage in their day-to-day lives are fail to find space in classrooms. Unveiling this conflict, of an overt commitment to multilingualism as an ideal but a covert rejection of real language practices of multilinguals, that underlies the education policy, this research study explores its implications for classroom situations. The study was conducted in two government-run schools situated in the metropolitan city of Delhi. It was qualitative and analytical in nature. The findings show that real language practices of multilingual students and teachers cannot be adequately conceptualized or leveraged using policies or pedagogies that are based on monolingual norms and ideologies. The analysis studies the nature of real translanguaging practices that multilingual students and teachers use in classrooms. It traces different types of translanguaging practices that are employed during the process of teaching and learning, as well as the factors that affect them. It also contends that a number of questions- such as how teachers interpret the language education policy, what their perception of multilingual education is, whether they accept language-mixing as valid language practice, and how flexible the examination system is- collectively construe the broad approach that informs the pedagogy which teachers employ in multilingual classrooms.

Contents

1. Introducing the study 2. Review of literature 3. Methodology of the study 4. Results and findings part 1: translanguaging in classroom conversations 5. Results and findings part 2: teachers' perceptions and translanguaging 6. Interpreting the findings 7. Summary and Conclusion 8. References. Annexures.

11. POOJA

Learning From the Dynamics of Financial Education From Global Perspective : A New Framework for Indian Schools.

Supervisors : Dr. Ashish Ranjan

Th 25131

Abstract
(Not Verified)

India also recognizes this 'need', and has formulated its national strategy for financial education roll-out, back in 2012. However, implementation, particularly among schools, has been patchy, which therefore became the focus of this study. Specifically, this research initially focused on studying some of the more mature financial education programs in schools globally, with an aim to identify 'enabling' factors for a successful implementation. Subsequently, the study involved primary research (and analyses) to understand status of these factors in India, and the inter-se dynamics therein, with an aim to identify learnings (and recommendations) to help improve the implementation. The study of global experiences highlighted two key learnings. First, the 'enabling trio' – three critical factors required for a successful implementation of financial education program in schools. These include (a) political will, or consensus among policy-makers, (b) optimal curriculum design and (c) teacher training. Second, and equally important, the need for a school curriculum framework, which sets guardrails for integrating financial education content (and pedagogical tools) into existing school curricula, enabling smoother implementation. Primary research (and analyses) then highlighted gaps (in India) in each of the three enabling factors, and the absence of a school curriculum framework, both acting as stumbling-blocks impacting implementation today. Finally, the study makes few specific recommendations on potential ways to address these gaps, and design the school-curriculum framework.

Contents

1. Introduction 2. Establishing the need for financial education in schools 3. Theoretical and conceptual framework of the research 4. Design and methodology of the research 5. Enabling trilogy and inter-se dynamics political will, curriculum and teacher training 6. Conclusion 7. Bibliography. Annexure.

12. प्रवीण कुमार

अनुसूचित जाति की बालिकाओं की शैक्षिक स्थिति एवं शिक्षायी अनुभव : एक विश्लेषणात्मक अध्ययन।

निर्देशिका : डॉ. युक्ति शर्मा

Th 25127

सारांश
(सत्यापित)

शोध-सार- प्रस्तुत शोध अध्ययन अनुसूचित जाति की बालिकाओं की शैक्षिक स्थिति एवं शिक्षायी अनुभव: एक विश्लेषणात्मक अध्ययन के अंतर्गत अनुसूचित जाति की बालिकाओं की शैक्षिक स्थिति एवं शिक्षायी अनुभवों को समझने का प्रयास है। इसके अंतर्गत शोध उद्देश्यों को ध्यान में रखते हुए प्रस्तुत शोध अध्ययन व्याख्यात्मक प्रतिमान के अंतर्गत मिश्रित शोध विधि द्वारा किया गया है। इसमें वर्णनात्मक एवं परक शोध अनुसंधान पद्धति का प्रयोग किया गया है। शोध उद्देश्य प्रथम, द्वितीय एवं तृतीय के भाग प्रथम के आंकड़ों का विश्लेषण अन्तर्वस्तु-विश्लेषण विधि द्वारा किया गया है। शोध उद्देश्य तृतीय के भाग दो एवं शोध उद्देश्य चार, पाँच, छः हेतु क्षेत्र में जाकर विभिन्न उपकरणों की सहायता से

आंकड़ों का संकलन कर उन्हें, विभिन्न थीमों के अंतर्गत प्रश्नवार विश्लेषण किया गया है, जिसमें सारणी एवं पाई-चार्ट के माध्यम से आंकड़ों का प्रस्तुतीकरण भी किया गया है। प्रस्तुत शोध अध्ययन को कुल छः अध्यायों में विभाजित किया गया है। शोध निष्कर्ष के तौर पर पाया गया की दलित लेखक/लेखिकाओं के शैक्षिक अनुभवों की तुलना में वर्तमान में दिल्ली के सरकारी विद्यालयों में अध्ययनरत अनुसूचित जाति की बालिकाओं के शैक्षिक अनुभव काफी सकारात्मक हैं। विभिन्न शिक्षा नीतियाँ, आयोग, समितियाँ एवं शैक्षिक दस्तावेजों ने इस वर्ग के शैक्षिक विकास की कमियाँ उजागर कर, सुधार के सुझाव पेश किए जिससे काफी सुधार हुए परन्तु, अपेक्षा से कम। अतः सुधारों की आवश्यकता महसूस होती है। विद्यालयी स्तर पर संचालित कार्यक्रम व योजनाएँ 'न' काफी हैं, इनमें सुधार की आवश्यकता है। शोध पाता है की इस वर्ग की बालिकाओं की शिक्षा के प्रति परिवार एवं समाज के दृष्टिकोण में काफी सकारात्मक बदलाव आए हैं, जिससे इनकी शिक्षा की राह खुली है। विद्यालयों में होने वाले प्रत्यक्षतः भेदभावों में भी काफी कमी आई है। इस वर्ग की छात्राओं की शिक्षा से उम्मीद एवं आकांक्षाएँ काफी उच्च पाई गई हैं।

विषय सूची

1. प्रस्तावना 2. सैद्धांतिक अवधारणा 3. शोध साहित्य की समीक्षा 4. शोधकार्य की रूपरेखा 5. शोध से प्राप्त आँकड़ों का विश्लेषण 6. निष्कर्ष, शैक्षिक निहितार्थ एवं भावी शोध हेतु सुझाव। सन्दर्भ ग्रंथ सूची। परिशिष्ट।

13. RASHI

Construction of Morality and the Process of Moral Development in Children and Adolescents.

Supervisor : Prof. Namita Ranganathan

Th25133

Abstract (Verified)

The central focus was to know how children and adolescents construct their sense of morality and to locate these constructions and process of moral development, in the dimensions of age, socio economic status, gender and religion. The study was conducted in two phases. Phase 1 had 120 participants; tool consisted of eight moral dilemmas with multiple questions. Phase 2 had 48 participants; tool was a thematic interview schedule. Participants were adolescents (first year undergraduate students of various colleges of Delhi). There was an equal representation of gender (boys and girls), socio-economic background (lower, middle, and high), and religion (Hindu, Muslim, Sikh, and Christian). The findings showed that morality draws from social norms, traditions and standards that mark varied contexts on one hand and from a personalized construction on the other. Age, stage, gender, religion, and socio-economic background are important influences in the moral trajectory of children and adolescents. Morality was understood as a notion that cannot be defined in one way. Moral beliefs make a person who they are and are important construals of self and identity. Issues of values, virtues, God, righteousness, conscience, sense of right-wrong, good-bad- are all associated with

morality, making it a very complex web of factors, their influences, and intersections. Morally right behavior is one which is acceptable to all and wrong behavior is tinted with feelings of guilt. Moral conflicts arose when situation was not in tandem with their learnings so far. Notion of a good child was equated to the idea of social appropriateness in terms of showing morally upright behaviour. Parents are primary source of their moral values. Adolescents considered the notions of religion and God to be fused. That morality is equally informed by reasoning and judgement as it is by care and compassion is another significant aspect that defines it.

Contents

1. Context, background, conceptual framework and research questions 2. Design and methodology of the study 3. Analysis of findings and inferences of phase one 4. Analysis of findings and inferences of phase two 5. Conclusions and summary of key findings 6. References.

14. SHARMA (Shefali)
School Mental Health Programme and Psychological Well Being of Adolescents.
 Supervisor : Prof. Sailaja Chennat
Th 25528

Contents

1. Introduction 2. Review of related literature and emerging theoretical framework 3. Methodology of the study 4. Description of data 5. Analysis of data and interpretative discussion 6. Summary and conclusion. References. Appendices.

15. TRIPATHI (Shikha)
Study of Sixth Grade Children's Response to Literature Representing the Low Socio-Economic Status.
 Supervisor : Dr. Shobha Sinha
Th 25130

Contents

1. Introduction 2. Review of related literature 3. Methodology 4. Data analysis and interpretation 5. Discussion and conclusion 6. References 7. Appendices.

16. TULARAM (Ritesh)
Exploring the Possibilities of Continuous Professional Development (CPD) of Technical and Vocational Education and Training (TVET) Teachers in Guyana.
 Supervisor : Dr. Sandeep Kumar
Th25134

Contents

1. Introduction of research 2. Conceptual and theoretical framework of research 3. Methodology of research 4. Data analysis, interpretation and development of CPD modules 5. Discussion, conclusion and implications.

17. TIWARI (Anjali)
Higher Education and Social Mobility of Females : A Sociological Study of Haryana.
 Supervisor : Dr. D. Parimala
Th25124

Abstract
(Verified)

Higher Education of females has usually been considered as one of the critical agencies for bringing social development. But there is a long way to go as social inequalities are still persistent which shapes the influence of higher education over female's social mobility. The researcher tried to explore this interrelationship of higher education and social mobility in the context of two districts -Jhajjar and Mahendragarh- of Haryana, where traditionalistic and modern ideas are evident simultaneously. A specialized framework of social mobility was developed for this study on the basis of analysis of varied literatures. This framework comprised of three major parameters, i.e. Political Awareness, Financial Agency and Critical Outlook towards Social Stereotypes. This research is guided by the ideas of feminist research methodology and is situated in the interpretivist paradigm. Mixed method research design is being followed for its execution. Firstly, the primary and secondary statistical data collected by the government organizations as well as non-government organizations were studied in detail. Further, the questionnaire was developed and distributed among the participants of both the districts. After the analysis of this data, focused group discussions were conducted. 10 cases were also studied in detail to explore the varied trajectories of social mobility of females present in the state. The data from all the three sources makes it evident that the changes are coming up in the society. Females are accessing higher education and are becoming financially independent. They are also becoming aware citizens of the nation. Further, their outlook towards social stereotypes is also becoming more and more critical. But there is a long way to go, as social factors like- family, social norms, rural-urban divide and nature of higher education affect their viewpoints about these issues to a large extent.

Contents

1. Introduction 2. Review of related literature 3. Haryana: the socio-economic and cultural scenario 4. Research methodology 5. Analysis 6. Conclusion. References. Annexures.

18. विश्वास
बहु-सांस्कृतिक संदर्भ में बालिका-शिक्षा।
निर्देशिका : डॉ. ऋतु बाला
Th 25118

सारांश
(असत्यापित)

किसी भी बहु-सांस्कृतिक समाज का निर्माण विविध संस्कृति के लोगों के एक साथ रहने तथा सामाजिक-सांस्कृतिक व्यवहार करने से होता है। यद्यपि उनकी अलग-अलग मान्यताएँ होती हैं; तथापि वे सब एक समय में एक साथ रहकर बहु-सांस्कृतिक समाज का निर्माण करते हैं। आने वाले समय में लगभग पूरा विश्व ही बहु-सांस्कृतिक होने जा रहा है (महाजन: 2007)। सामाजिक, राजनीतिक एवं आर्थिक परिदृश्य में महिलाओं का वर्चस्व अपेक्षाकृत कमतर ही दिखता है। समकालीन सामाजिक परिदृश्य, चूंकि बहु- सांस्कृतिक समाज के रूप में है, तथापि

इस दौर में भी बालिका-शिक्षा के क्षेत्र में अपेक्षित विकास न होने के कारण शोधार्थी ने इस ओर अपना ध्यान इंगति किया है। जिसके चलते शोधार्थी द्वारा उत्तर प्रदेश के एक नगर देवबंद की बहु-सांस्कृतिक समाज के रूप में पहचान की गई। इसके अन्तर्गत बालिकाओं की शिक्षा से जुड़े विभिन्न प्रश्नों को आधार बनाकर शोधकार्य किया गया है। इस शोध के चार उद्देश्य रहे। इन उद्देश्यों की पूर्ति के लिए विभिन्न उपकरणों से गुणात्मक व मात्रात्मक आँकड़े एकत्रित किए गए। जिनका विषयाधारित विश्लेषण किया गया। विश्लेषण प्राप्त निष्कर्षों के आधार पर शोध के प्रथम उद्देश्य के संदर्भ में कहा जा सकता है कि देवबंद के बहु-सांस्कृतिक समाज का वहाँ के विद्यालयों पर पर्याप्त प्रभाव पड़ रहा है। वहीं शोध के द्वितीय उद्देश्य से प्राप्त मात्रात्मक आँकड़ों के विश्लेषण के आधार पर कहा जा सकता है कि देवबंद में जिस अनुपात में बालिकाएँ हैं, उस अनुपात में बालिकाएँ उपस्थित नहीं हैं। शोध के तृतीय उद्देश्य के तहत यह निष्कर्ष प्राप्त हुए कि बालिकाओं की शिक्षा को उसकी पारिवारिक, सामाजिक व आर्थिक स्थिति तो प्रभावित करती ही है। शोध के साथे व अंतिम उद्देश्य के संदर्भ में कहा जा सकता है कि विभिन्न कारक बालिकाओं की शैक्षिक आकांक्षाओं को विभिन्न संयोजनों में अलग-अलग प्रकार से प्रभावित करते हैं।

विषय सूची

1. बहु-सांस्कृतिक समाज और बालिका-शिक्षा : परिचायात्मक दृष्टि 2. संस्कृति, समाज एवं शिक्षा : सैद्धान्तिक अनुशीलन 3. शोध का प्रारूप एवं रूपरेखा 4. विश्लेषण एवं व्याख्या : देवबंद के विशिष्ट संदर्भ में बालिका-शिक्षा 5. शोध के निष्कर्ष, निहितार्थ एवं भावी शोध हेतु सुझाव। सन्दर्भ ग्रंथ सूची। परिशिष्ट।

19. VISHAKHA KUMAR
Conceptions of Morality Among School Teachers.
 Supervisor : Prof. Namita Ranganathan
Th 25132

Abstract (Verified)

I endeavoured to capture and analyse teachers' discourse on morality and how it influences their interaction with students and their role as a teacher. The participants in the study consisted of forty senior secondary school teachers, teaching in government and private schools of Delhi. There were twenty men and twenty women teachers, belonging to five different religious groups: Christians, Hindus, Jains, Muslims and Sikhs. The data was collected with the help of life history method and the listening guide method developed by. A Thematic Interview Guide was prepared based on both these approaches. The data was transcribed and analysed by identifying the markers of teachers' discourse. The key findings of the study are that teachers have a linear moral discourse under which they emphasise maintaining and justifying existing social practices and norms. They hold parents' social status and marital discord against students' ability to learn and be socially responsible. The teachers have a school centric morality and they use every learning related process, including assessment to form a judgment about students'

morality. They believe in strict adherence to an obedience-compliance model and a life only devoted to acquisition of knowledge through school related processes. Any exception to this in terms of behaviour and thoughts was perceived as immoral by them. They appreciate the emphasis on rules and rule implementation in school and uphold them in order to feel morally upright. The teachers referred to religion as a monumental site of morality in which the central role was attributed to performing rituals and the idea of a powerful God. The teachers saw education merely as means for later professional life of the students. They could not take into account the present development of the child's capabilities.

Contents

1. Introduction 2. Theoretical perspectives and insights from literature on morality, self and religion 3. Methodology 4. Analysis and interpretation (Part-I) conceptions of morality and relationship between self and morality 5. Analysis and interpretation (Part-II) Moral dilemmas 6. Analysis and interpretation (Part-III) morality rooted in religion 7. Conclusions and implications 9. Reference.