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CIE Researchers' Initiative

**Abstracts of Dissertations/Theses
M.Ed./M.Phil./Ph.D.**

**Central Institute of Education
Department of Education
University of Delhi
Delhi-110007**

SPACE (Scholars' Project for Abstracts Compilation in Education) has been initiated by some Faculty Members, University Teaching Assistants and Research Scholars of CIE since October, 2012. This Project is an ongoing and collaborative endeavour of the research scholars, alumni and faculty members in CIE. The objective of this initiative is to prepare good quality abstracts of M.Ed., M.Phil. and Ph.D. dissertations/theses and make them accessible for all scholars, researchers, policy makers and practitioners in the field of education.

SPACE

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English medium dissertations

सूची
हिन्दी माध्यम के लघुशोध

Title: The Study of Factors Leading to Teacher Burnout and its Effects in Schools: Working Towards Progessivist Ideology of Education

Research Scholar: Deepti Goel, M.Ed. (Part Time; Session: 2008-2010)

Abstract

The study identified the factors and effects of teacher stress and burnout which could be a major impediment in the efficient working of a progressivist school. It also explored the ways in which teachers might cope with stress and burnout. It also looked into the role played by schools in its prevention. The study, based on eclectic approach made use of both qualitative and quantitative methods of research. It employed quantitative research tools like the questionnaires/inventories along with the qualitative research tools like observation, analysis of documents and open ended interview schedules. The study made explicit, some aspects specific to the context of progressivist schools and studied these with reference to the factors like teachers as agent of change and stress as barrier. The study brought into focus, factors of stress and burnout by exploring them with respect to different complexities of teachers stress i.e. stress related to their personal context and the school context. The results showed that the major factors causing stress and burnout in teachers were- workload, lack of support, and individual differences. It enlisted the effects of stress and burnout on teaching-learning process as – lack of quality of planning, unwillingness to update conceptually, improper transaction of plans in classroom, disinterest in reflection, lack of initiative arranging resources, disinterest and inability in dealing with student's questions and misconceptions. The study also suggested ways of coping with the stress by interpersonal relationships, high self-efficacy, communication, meta-cognitive strategies and life style management. The study explored ways like establishing cooperative structures, effective participation of teachers in the decision making process, effective communication system, supportive leadership, proper planning of tasks and time management, in-service training and professional development to reduce teacher burnout. The study therefore, attempted to study the problem of teacher stress and burnout and suggested ways to deal with the problem of teacher burnout to make the educational system work to the optimum level of efficiency.

- Abstract prepared by Manisha Dela, M.Ed. (Full Time; Session: 2012-13)

Title: A Study on Literary Appreciation in English at Senior Secondary level.
Research Scholar: Shilpy Raaj, M.Ed (Full-Time; Session: 2009-10)

Abstract

This research investigated the desirability and scope for literary appreciation and studied the classroom processes of school to see whether the pedagogy of the English Language Teaching facilitated the development of literary appreciation at the Senior Secondary School level. It looked at why students studied literature at school and assessed whether literary appreciation is desirable at Senior Secondary School. It also looked at how teaching English can contribute towards the development of literary appreciation. The data was collected from three public schools of which, six English teachers were interviewed and classroom observations were done. The data obtained from observations and interviews was interpreted to understand teacher's perceptions and notions regarding Literary Appreciation at Senior Secondary level. The results of this qualitative analysis using the tools and other sources of data revealed the following findings- The observations revealed that the learners in both classes were at the preliminary stage of literary appreciation. The learners experienced 'unconscious' enjoyment in literature. The learners failed to meet the intellectual demands of the second and third stages as their understanding of literature was based on the teachers' interpretations. The interview revealed that teaching literature is important in schools as it encouraged language acquisition, cultural enrichment and development of the students' creative and interpretative skills. The study identified certain deterrents to literary appreciation in English such as poor readers, disinterested readers and lengthy literary works in a literature classroom. It looked at the role of the teacher in a literature classroom and made some recommendations like, the teacher should become more directive when the readers' purpose shifts from unconscious enjoyment to self-conscious appreciation and the teacher should select a variety of materials appropriate for the varying maturity and interests of her students. The study reported that a lot depended on the teacher in fostering a taste for literature and literary traditions in the students.

- Abstract prepared by Valistinus Shaningwa Ashipala, M.Ed. (Full-Time; Session: 2012-13)

Title: Reading Literature in the Indian Classroom: Looking at Alternative Approaches

Research Scholar: Deepti Chawla, M.Ed. Part-Time (Session: 2009-2011)

Abstract

This dissertation tried to understand the alternative literature reading programs that some of the schools were using vis-à-vis the complexity of the readers' response. The study was done specifically with the eighth graders for two reasons. One, because most of the schools followed the guidelines of the boards they are affiliated to and two, because this was the age of transformation. The study assumed that the children in their adolescence constantly tried to negotiate with their identities and literature reading was inherently linked with their mental dispositions. These alternative literature reading programs used by the schools included novels, stories and poetry instead of the NCERT text books. The study tried to understand the perceptions about literature, nature of interests, purpose of reading literature, the pedagogy of teaching literature and assessment in such frameworks and their appropriateness in the Indian classroom. The study involved semi-structured interviews, observations and a response to story as a tool to analyze the nature of readers' response. The data was collected from 2 schools. Here, 5 students and 2 teachers were selected from each school. Each classroom was observed for 2 days. The observations were recorded and then combined with the interview notes to provide rich data including the non-verbal interaction of teacher and the students. The findings based on the interviews, observations and participants' response to the story showed that the teachers stressed upon including students interests and inclinations for content selection in the classroom. It also reported that the responses of the students found enough space during the reading classes and the students and teachers defined purposes of reading literature as emotional development, development of imagination and creativity, development of thought processes, development of rational thinking and to get command over the English language. The study also found out that the class environment was non-threatening and students didn't shy away from asking doubts or making comments. The process of assessment was formative and the criteria used for assessment and evaluation were discussed with the students regularly. The teachers were well aware of students' interests and preferences and data collected from students substantiated teacher's claims that these preferences were incorporated in the classroom from time to time.

- Abstract prepared by Valistinus Shaningwa Ashipala, M.Ed. (Full-Time; Session: 2012-13)

Title: A study on Developing Strategies to Improve Creative Writing Abilities in English at the Middle School Stage
Research Scholar: Nidhi Seth, M.Ed. (Full Time; Session: 2009-10)

Abstract

The study aimed to improve creative writing abilities of the learners at the middle school stage. For this, the researcher undertook pedagogic interventions to improve three areas of creative writing, viz. paragraph writing, dialogue writing and story writing. The study employed a process approach to writing, which gives priority to content and purpose rather than form. The first writing was conducted with the purpose of gauging the learners' creative writing abilities. Next, the researcher prepared a bank of activities related to the three areas. Out of these activities, some activities were chosen keeping in mind the learner's age, interests and proficiency in the English language. Next, activities for each of the areas of creative writing were undertaken over a period of about 12 ½ hours spread over 12 days. Lastly, an assessment of the learners' progress/performance in each area was made with the help of an assessment scale prepared by the researcher. The researcher did not conduct any post test and justified this by saying that development of writing abilities is an ongoing process. Therefore for the researcher, the last conducted activity, served as a marker of a point in the ongoing developmental process. Based on the performance of the learners on the six point scale, the researcher concluded that after the intervention, learners made improvements in all areas of creative writing. However, the degree of improvement in the three areas varied from learner to learner. In the final section, the researcher suggested a few implications for teachers, classroom pedagogy, curriculum framers and school administrators.

- Abstract prepared by Mansi Sharma, M.Ed. (Full-Time; Session: 2012-13)

Title: Understanding the School Personnel Perspective on Inclusion: An Exploratory Study

Research Scholar: Neha Chaudhary, M.Ed. Full Time (Session: 2009-10)

Abstract

This dissertation explored the perception of school personnel with regard to the meaning of inclusion and preparation required in an inclusive school. It also tried to compare the perception of teachers of different schools teaching at different levels. Analysis of subjective viewpoints of teachers on inclusive education was done. It was designed and carried out quantitatively, without using any statistical techniques, using grounded theory methods. The design of the study was comparative and co-relational in nature. The comparison was made across two variables- kind of school (regular and special) and grade levels within the school (i.e. primary, secondary and senior-secondary). Information required for the study was collected from primary sources. Sample selected for the study was random and purposive. Purposive sample comprised of 4 schools and total number of 42 teachers was drawn out from these schools. Self-made semi-structured, open-ended questionnaire was used in this study. The implementation stage included pilot study, which was done on 25 teachers, before the actual data collection. The tool was administrated to the sample teachers during the school hours. There were various themes on which the responses were marked by the researcher like: availability of infrastructure, special educators in the school; perceptions of giftedness and disability in the school; identification done with the involvement of teachers, parents and medical practitioners; sensitisation amongst peers; curriculum flexibility; etc. An analysis of all the responses of teachers across schools, researcher found that teachers held multiple viewpoints about inclusion. The comparison of the results of teachers of special schools and regular schools showed that the teachers belonging to the two different types of schools perceive the process of inclusion differently. Comparison of the results of the teachers of primary, secondary and senior-secondary regular schools showed that the perception of these teachers regarding the meaning of inclusion varied only slightly.

- Abstract prepared by Vikram Jeet, M.Ed. (Full-Time; Session: 2012-13)

Title: **Experiences of Students with Specific Learning Disability in an Inclusive Set-up**

Research Scholar: Shraddha, M.Ed. (Part Time; Session: 2009-11)

Abstract

This dissertation aimed at gaining insight into the experience of students with specific learning disability in an inclusive set-up. It began by an understanding of various policies and provisions for educating children with specific learning disability. This study used qualitative-quantitative methodology which included survey method and case study method. The sampling was convenient and purposive. The data was collected through questionnaire and interviews of peer-group, principal and teachers in the school. A total of 30 students, 9 teachers, 2 special educators and one counsellor from 2 schools were taken as a sample. The researcher found that though the sample schools were making a lot of effort to promote inclusion, there was scope for more sensitisation and training amongst the school staff. As per the analysis, most of the students with specific learning disabilities were well adjusted in these set-ups, but there were few who needed constant motivation and encouragement. The study suggested that some policies should be implemented especially for those students for whom academics prove to be huge struggle and that the teacher should provide adequate opportunities to these students to explore their innate qualities. The study recommended that the teacher should be well trained in the inclusive set-up so she/he may identify students with specific learning disabilities at the earliest; as early intervention played a vital role in such cases.

- Abstract prepared by Gaurav Sharma, M.Ed. (Full Time; Session: 2012-13)

Title: A Study of Challenges and Development of Strategies in Carrying out CCE by Secondary School Mathematics Teachers
Research Scholar: Renu Kumari, M.Ed. (Full Time; Session: 2011-12)

Abstract

The main objective of this research was to understand the challenges of using CCE by secondary school mathematics teachers. The objective was also to develop strategies for those challenges. The study selected teachers of mathematics from two kinds of schools – private and government. The research built an understanding on the subject by studying various recommendations and reports. The data was collected using quantitative and qualitative methods in 10 schools (government and private) in Delhi. The study was limited to a few teachers in ten schools in Delhi. To achieve the objectives set for the study, questionnaire and interview were considered appropriate tools to source the requisite data. Findings revealed that the teachers faced challenge in areas related to resources as well as in the areas related to student learning and the assessment. The conclusion suggested that the challenges faced by teachers were different from the guidelines of the CCE system. While the guidelines provided direction for execution of CCE system, some teachers perceived it as assessment technique whereas others saw it as assessment through activities. CCE system had approached teaching, learning and assessment in integrated way which meant that the three processes were inter-linked but the CCE guidelines did not address how these processes would be integrated. The study reported that this was the reason why the teachers faced problems.

- Abstract prepared by Monika Chaubey, M.Ed. (Full Time; Session: 2012-13)

Title: Study of Conflicts between Rights and Duties of MCD School Teachers
Research Scholar: Ramesh Sehrawat, M.Ed. (Part Time; Session: 2010-12)

Abstract

The aim of this research was to study the conflict between the rights and duties of the teachers working in MCD schools. The rights of teachers were examined in the context of RTE (2010). Teachers' views were also taken to know about their roles, responsibilities and duties in the schools. A purposive sample of 10 MCD schools located in JJ colony Bhawana was selected for the study. Data was collected from 30 teachers using semi-structured questionnaire in which questions were related to different objectives categorized under different parts. The data so gathered was qualitative in nature. A detailed content analysis led to the findings of the study. The analysis of data indicated that the teachers were required to deliver outputs determined by the state. Teachers voiced a prevalent stereotype held by the society that the government school teachers lacked work ethics. Teachers perceived and articulated their own professional challenges, responsibilities and freedom within the existing education hierarchy. It was found that teachers had to devote most of their teaching learning time in the administrative work and non-teaching assignments, because of which teacher's attention got diverted from teaching. As a result, they were unable to pay attention in their classroom. Most of the teachers felt that student's daily attendance had increased due to the mid day meal scheme but they complained that it consumed two-three hours every day which led to a loss of teaching learning time.

- Abstract prepared by Ranjana Singh, M.Ed. (Part-Time; Session: 2011-13)

Title: Influence of Reality TV Shows on the Personality Traits of Adolescents
Research Scholar: Sonia Saini, M.Ed. (Full Time; Session: 2011-12)

Abstract

This dissertation investigated the influence of reality TV shows on the personality traits of adolescents. According to the views expressed by the adolescents, watching reality TV shows was a popular form of entertainment for them. Their views showed that they related with such realty TV shows and these played a significant role in influencing their life. The data was collected from a sample of 60 students studying in government, government-aided and private schools. The research tool used for data collection was questionnaire-cum-interview schedule consisting of 28 questions. The data was analyzed and categorized theme-wise and objective-wise to get an overall picture of influence of reality TV shows. The qualitative analysis of the tools and other sources of data revealed that there was a significant association in the viewing of reality TV shows and its influence on personality characteristics such as attitudes, behaviour, body image, perception and career aspirations of the adolescents. The study assumed adolescents as active audience as they tried to make sense of what they received from the representations of reality TV shows. Towards the end, the study discussed some educational implications and directions for future research with regard to engagement of people with reality TV shows.

- Abstract prepared by Swati Sharma, M.Ed. (Full-Time; Session: 2012-13)

Title: A Study of Impact of Computer-based Teaching on Students' Learning
Research Scholar: Ruchika Gupta, (M.Ed. Part Time 2009-11)

Abstract

This study investigated the 'Impact of Computer-based Teaching on Students' Learning'. To address this issue, a quasi-experimental design was used. The sample consisted of an experimental group of forty two students of standard IV of an MCD school (first shift- morning). These students took part in the Computer Based Teaching Learning process. The control group consisted of twenty four students of standard IV of another MCD school (Second shift- evening). The objectives of the study were, (i) to study the use of computer based teaching on students' learning, (ii) to study the influence of computer based teaching on students conceptual understanding through concept map, (iii) to study impact of computer based teaching on students' academic achievement. Researcher took the following broader themes from Science and Social Science units through content analysis, (i) Festival, (ii) Water, (iii) Birds, (iv) Season and (v) Games. Computer based video material, concept maps, participant observation, developmental questionnaire, achievement test and field notes were used as tools and techniques for the study. Information obtained from the respondents was analyzed both quantitatively and qualitatively. It was observed that in pre-concept map the quality of information and content was superficial. Difference was observed after Computer based Teaching Learning process, in the post-concept maps. The study found that Computer Based Teaching Learning was easy to comprehend. It increased the efficiency of instructional practice in classroom. It motivated the students to actively participate in teaching-learning process. It helped the students to approach the complex problems more confidently. The achievement test results of the study showed that the experimental group had better understanding on different themes than the control group. It was also observed that creating a suitable classroom environment impacted the students' learning positively.

- Abstract prepared by Taruna Yadav, M.Ed. (Full-Time; Session: 2012-13)

Title: Exploring Continuing Professional Development of Teachers in the Context of Mentoring Programme in Schools
Research Scholar: Charu Sharma, M.Ed. (Full Time; Session: 2008-09)

Abstract

This dissertation investigated the aspect of Continuing Professional Development of school teachers in the background of an in-service teacher education programme. Mentoring Programme as an in-service education programme for teachers progressed in some selected schools, situated in Delhi. In the mentoring programme, the different stages for professional development of teachers involved lesson-planning conversation, systematic classroom observation, co-analysis of practice, writing reflective journals and weekly meetings. The data was collected from a sample of five schools which included government, government-aided and private schools. The research tools used for data collection were observation schedule, semi-structured interview schedule and questionnaire designed for teachers. Other sources of data involved attending workshops and meetings with school teachers and mentoring team members. The data obtained from the observations, interviews, questionnaires, workshops and meetings was analysed and categorized theme-wise and objective-wise to get an overall picture of teachers' perceptions about the mentoring programme. The qualitative analysis of the tools and other sources of data revealed some interesting findings. Almost all the teachers confirmed that they experienced many professional and personal benefits due to their involvement in the mentoring programme. Most of them conceptualised mentoring as a collegial and cooperative support system to use novel and innovative strategies in the classroom teaching learning situations. Some of the significant changes which mentoring programme instilled in the teachers involved sharing new, creative and interesting ideas in classroom teaching, more activity-based teaching, realising the need of comprehensive evaluation of students and teaching in a more effective manner. Most of the teachers highlighted several advantages of the mentoring programme as improved interpersonal relationships, capacity for enjoyment of teaching-learning, better classroom management and organizational skills, efficient time management, more student-oriented activities and home tasks. Some teachers provided their constructive feedback by articulating certain shortcomings and suggestions for improvement of the mentoring programme in their respective schools. Towards the end, the study discussed some educational implications and directions for future research with regard to the continuing professional development of teachers.

- Abstract prepared by Charu Sharma, M.Ed. (Full Time; Session: 2008-09)

Title: Children's Understanding of Diversity: I, the Other and Us
Research Scholar: Deepti Srivastava, M.Ed. (Full Time; Session: 2008-09)

Abstract

This dissertation explored children's experience and interpretation of religious diversity within the classroom context. As classrooms are shared spaces, they allow critical questioning regarding religious diversity but are these discussed at all, in the first place? Exposed to religious conflict through the media and personal experiences, how do children relate to religion in their sense of self? How do they experience and understand religious diversity? How do they understand patriotism? How are the critically engaging NCERT Social and Political Life textbooks (Class VI-IX, NCERT 2008) dealt with, by teachers and learners? The research engaged with these pertinent questions and also looked at whether the school ethos affects interpreting issues of religious diversity among children. The research perspective was drawn from Critical Theory (Apple 2008; Apple 1990). The purposive sample comprised of three schools namely, one Government School, one Minority School and one Public School. The assumptions guiding such a selection were religious ideology of the school and the composition of the students. The selection of the public school was made due to its collaboration with a Non-Governmental Organisation to sensitize children on religious conflict. Among the three schools, 21 students of Class IX were selected for focus group discussion. The research also looked into the experience and interpretation of 2 children belonging to a mixed religious identity. Using multimodal methods including observations, children's writings, focus group discussions and semi-structured interviews it analysed children's understanding of diversity. The research confirmed that in the 'shared spaces' of classroom, teacher and pupil interaction is vital to acceptance of plurality. It is here that engagement of the teachers and students with the texts makes it possible to generate multiple perspectives and shared understandings. It showed a qualitative difference in schools observed based on their school ethos, location in a particular area and composition of the students. It also looked critically, at the difference in children's understanding of religious diversity due to an external intervention to sensitize children on religious conflict.

- Abstract prepared by Deepti Srivastava, M.Ed. (Full Time; Session: 2008-09)

Title: A Study of features and usefulness of the Assessment for Learning (Formative assessment) with reference to the National Curriculum for Mathematics (England) in Year 6.
Researcher Scholar: Upasana Khera, M.Ed. (Part Time; Session: 2008-2010)

Abstract

 The objectives of this dissertation were to find out the qualitative correlation between the students' self-assessment and the teachers' assessment of the students and, to explore the effectiveness of the Assessment for Learning (AFL). The sample consisted of a total of 35 students of Year 6. The tools used for data collection within the qualitative paradigm, were the participant observation, analysis of assessment folder and standardized test papers. One of the major findings of the research was that, for formative assessment to be productive, pupils should be trained in self-assessment so that they can understand the main purposes of their learning and thereby grasp what they need to do to achieve and, another major finding was that the dialogue between the pupils and a teacher should be thoughtful, reflective, focussed to evoke and explore understanding, and conducted so that all pupils have an opportunity to think and to express their ideas. In the final section the researcher suggested for the further studies to repeat the same study with a larger sample and in the Indian schools with reference to CBSE examination guidelines and NCERT syllabi. And also this study can be extended by studying classroom activities, practices and assessments in other subject areas as well. Also similar study can be done to assess pre-service and in-service teacher education program to facilitate 'quality' assessment practices. This study was confined only to The British School, New Delhi in the area of numeracy in Year 6.

- Abstract prepared by Monika Chaubey, M.Ed. (Full-Time; Session: 2012-13)

Title: Examining English Language Textbooks to See Power Relations in Society
Research Scholar: Richa Srivastava, M.Ed. (Part Time; session: 2011 -12)

Abstract

The major goal of the study was to probe if English is still the language of classes rather than masses by analyzing the content of the English textbooks of classes 11 and 12 and investigating if they are strengthening the corporate culture through topics such as E-mail writing, language lab, stress on spoken language, interview writing and so on. Tool used in this study was semi- structured questionnaire for the student and teacher. This study attempted to throw some light on the issue of hidden "curriculum" i.e. the dominant group (the emerging corporate sector) in socially used language textbook and curriculum to establish power relation in society. It probed if student can identify with the curriculum of English. The sample of the study consisted of some government and private schools in Delhi. The desirability of business English to be present in the text book was more or less quite high with majority of the student respondent wanting to learn it. Majority believed that knowing business in particular and having a command on English language in general would improve their chances of getting a good job in society which shows that aim of creating a class of Indians desiring and acquiring the knowledge of English for monetary gains has been fulfilled to a certain extent. Moreover such need-based learning seems to be feeding the need of the corporate world which requires skilled workers with a command over the global language i.e. English. It was proved that English is a tool of the privileged. However, there was a lack of clarity among the sample groups whether business English helped augmenting their identity which further led to an understanding that most of the students are confused about the relevance of business English in their curriculum.

- Abstract prepared by Babita, M.Ed. (Full-Time; Session: 2012-13)

Title: Analyzing the Communicative Language Teaching Approach in the NCF 2005 and thereby, its Manifestation in the NCERT Textbooks of Class III, VII, X
Research Scholar: Archita Vajpayee, M.Ed. (Full Time; 2011-12)

Abstract

The researcher, on the basis of textbooks, educational policies, collateral reading material, tried to understand the position of Communicative Language Teaching Approach and its manifestation in the textbooks of classes III, VII and X. Based on qualitative and quantitative research approaches, the researcher explored and described the content and setting to search for deeper understanding of the documents being studied and tabulated, organized data and made inferences. The analysis of text type, thematic coherence and text treatment involved statistical analysis. The comparative analysis of Communicative Language Teaching Approach with other language learning approaches and the comparative analysis of Indian language policy documents with that of Chinese and Singapore involved both inductive and statistical analysis. The researcher was concerned with comparing and analyzing to understand how the Communicative Language Teaching Approach is translated down to the policy document and manifested in the textbooks. The researcher found out that only one of the textbooks evaluated resembled the Communicative Language Teaching Model. The researcher thus concluded that it is difficult for the textbooks, which were analyzed, to lead the foreign language learner from mechanical language use to communicative use. The researcher suggested that a higher ratio of communicative activities should be included, especially in the primary grades and that focus should be given on using language functionally rather than a mechanical use of language.

- Abstract prepared by Mansi Sharma, M.Ed. (Full-Time; Session: 2012-13)

Title: A Study of Continuous and Comprehensive School-based Evaluation
Researcher Scholar: Sweta Singh, M.Ed. (Part Time; Session: 2010-2012)

Abstract

This dissertation examined the entire process of school-based CCE critically, from policy to the actual practice. The researcher studied the concept of CCE and the origin of CCE in India. The other two objectives of the study were to identify the gaps, if any, in CCE and to determine the problem faced by teachers, if any, while practicing CCE. The researcher at the first place reviewed the articles, journals, books and research work done earlier in this field. Secondary data was collected based on document which are directly or indirectly linked with CCE. Evolution of CCE in India was studied on the basis of govt. documents and policies, examination reform circulars and notices received by schools in this regard. The CCE Manual for classes IX & X (CCEMC IX &X) was also studied. Phase-I data comprised of quantitative data which was presented and analysed. The qualitative data in the form of in depth interview from teachers and from the resource person was analysed next. The researcher concluded saying that, the success in implementing any pedagogy innovation depended largely upon political will and the school-based CCE she studied, lacked in that.

- Abstract prepared by Monika Chaubey, M.Ed. (Full-Time; Session: 2012-13)

Title: Construction of self and identity in single children.
Research Scholar: Deepali Bansal, M.Ed. (Full time; Session 2011-12)

Abstract

The study investigated the life experiences as perceived by single children and its impact on their sense of identity, the factors influencing their identity development, the factors shaping the sense of self in single children and the academic performance of single children in relation to parental expectation. The sample consisted of 6 single children participants; 3 males and 3 females of Delhi region. Case description and narratives were used as a method of inquiry. The case studies based on the thematic interview were analyzed objective wise for each participant. This research entailed presentation of qualitative data collected from participants' accounts about their own sense of identity- 'who', 'what' and 'how' they think of themselves and their images of themselves. It was found in the study that the feeling of loneliness due to absence of any sibling was clearly felt by all the participants, the degree however varied. All the participants expressed that they felt the pressure due to parental expectations. All of them enjoyed being single child because of non-sharing of their parents' love, care, time and other resources. Most of them seemed to enjoy the co-curricular activities in their school and their self concept was influenced by this. Almost all of them had at least one special talent in them, ranging from sports to studies. All the participants were eager and confident to establish their own identity, showed high level of ambition and goals in their life. Being a single child, participants held strong values for maintaining relationships and respecting elders. Most of the male single children connected with their fathers more than their mothers. The girls connected more with their mothers. Almost all of them seemed to be highly inspired by their parents especially their fathers and they idolized them in their life. All of them reported having a cordial relation with their parents however; they did feel that all the feelings could not be shared with them. So they relied at least on one cousin, neighbor or friend with whom they tried to satisfy the need of having a sibling. Participants indicated that they were cognizant of their potentialities but some time they needed extrinsic motivation.

- Abstract prepared by Taruna Yadav, M.Ed. (Full-Time; Session: 2012-13)

Title: School Experience Program: Perceptions of and Challenges faced by Student-teachers of University of Delhi.
Research Scholar: Hemlata Bawa, M.Ed. (Full Time; Session: 2011-12)

Abstract

This dissertation investigated and explored the student-teacher's perceptions on School Experience Program (S.E.P. from now onwards) including its relevance and purpose in the B. Ed. Course. It aimed to draw the challenges faced by the student-teachers during the S.E.P. and document the ways in which student teachers resolved these challenges. The researcher felt that in spite of being a weak link in pre-service teacher education program, the SEP possesses the potential of converting into a stout component if properly organized. She also felt that the perceptions of student-teacher are very crucial in the proper conduct of S.E.P. Delimitation of this study was that the data collection using the class observation techniques and the interview techniques was delimited to the sample belonging to C.I.E only. Stratified purposive sampling was used for sample selection of student teachers for the present study. The data was not collected using the above techniques from sample student teachers belonging to MVCOE and SPMC due to time constraints. The tool used for data collection was semi-structured questionnaire consisting 19 items. Observation of 16 student teachers from 4 schools was also done and apart from this the interviews of 16 B.Ed. students of C.I.E (8 of them taught in private and 8 in government schools). The research designs of the present study were both qualitative and quantitative. The quantitative data comprised of a questionnaire that was analysed using Statistical Package for Social Sciences (version 1). The qualitative data obtained from observation and interview was analysed and interpreted by drawing out areas from the data collected. The researcher found that the student-teachers should be guided on the parameters of assessment properly before the conduct of S.E.P. and supervision needs to involve of flexibility. In student's perception, both the theories of education and S.E.P. were essential and important components for teacher preparation. According to them foundation and elective subjects should be taught first. Also most student teachers perceived S.E.P. as a learning experience to develop their professional knowledge, skills and attitudes towards teaching.

- Abstract prepared by Gaurav Sharma, M.Ed. (Full Time; Session: 2012-13)

Title: Examining English Language Textbooks to See Power Relations in Society.

Research Scholar: Richa Srivastava, M.Ed. (Part Time; session: 2011 -12)

Abstract

The major goal of the study was to probe if English is still the language of classes rather than masses. This was done by analyzing the content of the English textbooks of classes 11 and 12 and investigating if they were strengthening the corporate culture through topics such as E-mail writing, language lab, stress on spoken language, interview writing and so on. Tool used in this study was semi structured questionnaire for the students and teachers. This study attempted to throw some light on the issue of 'hidden curriculum' i.e. the dominant group (the emerging corporate sector) in socially used language textbook and curriculum to establish power relation in society. It probed if student could identify with the curriculum of English; it being a language of the elites in India. The sample of the study consisted of some government and private schools in Delhi. The study reported that the desirability of business English to be present in the text book was quite high with majority of the student respondents wanting to learn it. It was also seen that there was a lack of clarity among a few respondents in the sample group about the relevance of business English in their curriculum. However, majority of the respondents believed that knowing business in particular and having a command on English language in general would improve their chances of getting a good job in society. This showed that the aim of creating a class of Indians desirous of acquiring the knowledge of English for monetary gains had been fulfilled to a certain extent. Moreover such need-based learning seemed to be feeding the need of the corporate world which required skilled and seem skilled workers with a command over the global language. The study reported that the minority of students in India who studied in English medium schools grasped business English thereby increasing their chances of getting better jobs as against those who did not have a command over the language resulting in widening of the socio –economic gap between the two. It was proved that English is a tool of the privileged.

- Abstract prepared by Babita, M.Ed. (Full-Time; Session: 2012-13)

Title: A Comparative Analysis of Teacher Education Programmes of some countries

Research Scholar: Luchoo Pushpanjali, M.Ed. (Full-time; Session: 2011-2012)

Abstract

This dissertation analyzed the Bachelor of Education Programmes (B.Ed) of Canada (Lakehead University) and India (Delhi University and Jamia Millia Islamia) in order to propose a teacher education curriculum framework for Mauritius. It aimed at analyzing the Teacher Education Programmes of these different countries with a view of identify core components, to synthesize them into a coherent framework which forms the basis for Teacher Education for Mauritius. The dissertation studied the strength and weaknesses of the existing teacher education programmes so that an attempt could be made to address the weaknesses and capitalize on the strengths. This study employed document analysis as the method of research. It used sources like public records, the media, private papers, biographies and visual documents to qualitatively analyze the curriculum documents of the universities under study. The researcher had also used the content analysis of some secondary sources like the existing syllabi of the university's B.Ed. programmes and Teacher Education Curriculum Framework. The qualitative analysis of the tools and other sources of data revealed some interesting similarities and differences in the universities' Teacher Education Programmes. It found out that every country has its own teaching council with specific objectives to register qualified teachers before practice. There are also different requirements that professional teachers should meet in order to be registered and certified to teach although the objectives of all the Teachers Education Programmes are almost the same. It stated that all teacher education programmes included a course on educational psychology and methodology of teaching to enable potential teachers to understand children better. Moreover, the study found out that in all the teachers' education programmes for all the universities studied, the training engaged teachers with the curriculum, syllabi and textbooks to critically examine them, not only to make them good teachers but good citizens too. It actually integrated academic knowledge and professional learning into a meaningful whole. In conclusion, the researcher highlighted that teacher education has to become more sensitive to the emerging demands from the school system and prepare teachers for dual role as a teacher educator and a good citizen.

- Abstract prepared by Valistinus Shaningwa Ashipala, M.Ed. (Full-Time; Session: 2012-13)

Title: A Study of the Self Concept and Social Adjustment of the Visually Impaired.

Research Scholar: Savita, M.Ed. (Full Time; Session: 2009-10)

Abstract

The objective of this study was to study the status and development of self-concept of visually impaired adolescents. The researcher tried to analyse the relation between self-concept of visually impaired adolescents and studied the effect of school, home and society on the self-concept and social adjustment of visually impaired adolescents. The study was conducted to generate basic understanding about the influence of visual impairment on self-concept and social adjustment of adolescents, about the effects of family, school and society on them and also how latter's aims and ambitions were influenced by interpersonal relationships and social interaction. Stratified random sampling technique was used in the study wherein two residential special schools of Delhi were selected and 20 visually impaired adolescents taken as samples. Devas social adjustment inventory, Dr. Pratibha Deo's self-concept list were the standardised tools used in this study to collect the data. Unstructured interviews were used to collect qualitative information of the sample. Data collected using each tool was analysed separately and a conclusion was drawn at the end of analysis of all the tools. The nature of the data was both quantitative and qualitative but overall analysis is qualitative in nature. The researcher found that most of the visually impaired students wanted to contribute to growth of the society by becoming productive professionals. Most of them had positive self-concept and as a result were socially well adjusted. By accepting their impairment, and being aware of limited resources and options, they were willing to work hard to achieve goals. Further suggestions were given by the researcher like increasing the sample size, adding extra dimensions like gender parental/societal viewpoints and also tools specifically designed for visually impaired students could be used.

- Abstract prepared by Vikram Jeet, M.Ed. (Full-Time; Session: 2012-13)

Title: Critical Analysis of School Psychology Curriculum in light of recent developments in Psychology.
Research Scholar: Vishakha Kumar, M.Ed. (Full Time; Session: 2010-11)

Abstract

The objective of this long essay was to make suggestions for the revitalization of psychology in schools; both in terms of how it comes across as discipline and with reference to the pedagogic practices and processes that teachers of psychology use. This research focused on a critical review of the psychology curriculum followed by the CBSE at the senior secondary level of schooling. This study had three distinctive focal sections. As an introductory part brief history of psychology taught in CBSE schools in Delhi and the research paradigms in psychology was given. Researcher spelt out the reasons why she embedded research topic conceptually in NCF 2005, examining its dual identity as science and social science, analysed its linkages with other disciplines and gauged the extent of connect between the school psychology and courses in higher education. The second section focused on documenting and analysing what characterized the actual scenario with reference to psychology teaching in schools. The thrust was to know perspective of the curriculum experts in psychology who influenced the syllabi both in school and higher education. To do so, the researcher collated and analysed teacher's views, perceptions and experiences through individual interviews with them and observations of their classes. In addition to this, student's perspective and experiences were known and a critical review of two psychology textbooks developed by NCERT for class XI and XII was done. The third section revisited the research questions in terms of what the field realities depicted. It also provided a set of implications for school psychology emerging from the interviews with stakeholders and the recent trends that were emerging in the discipline. The researcher reviewed select works and papers that helped her identify recent trends in psychology and their details in areas like neuropsychology, clinical research and applied psychology. Only few classes were observed and discussions with students were also not very detailed. Researcher could approach limited public schools and was unable to observe classes in the government schools. Suggestions for further research were spelt out in areas like: teacher's theory of mind (folk psychology) and their expectation from learners; the study of relationship between social class and curriculum etc.

- Abstract prepared by Vikram Jeet, M.Ed. (Full-Time; Session: 2012-13)

शीर्षक: हिन्दी भाषा शिक्षण मे पाठ्यसहगामी क्रियाओं द्वारा भाषा कौशलों का विकास
शोधकर्ता: राधा , एम.एड (अंश कालिक; सत्र: 2009-11)

सार

एक उदेशयपूर्ण प्रक्रिया के रूप में शिक्षा का संबंध मुख्य तौर पर अपने व्यापक संदर्भों में विद्यार्थियो के चहुमुखी विकास से जुड़ा है। इस चहुमुखी विकास के अंतर्गत भावनात्मक एवं सज्ञानात्मक विकास की दृष्टि से भाषा को एक अत्यंत सुदृढ आधार के रूप में देखा जा सकता है । वर्तमान समय में औपचारिक शिक्षा के संदर्भ में यह बात दृष्टिगत होती है कि भाषा शिक्षण को एक विषय के रूप में स्वीकारते हुए भी अत्यंत औपचारिक बना दिया है। सामान्यता भाषा शिक्षण का अर्थ लक्ष्य भाषा के व्याकरणिक तत्वो तथा पाठ्यपुस्तक के आगत पाठों की व्याख्या आदि तक परिसीमित कर दिया है। जबकि स्पष्ट है कि भाषा शिक्षण एक व्यापक जीवंत संकल्पना है जिसे केवल एक पाठ्यपुस्तक तक सीमि त नही किया जा सकता क्योंकि भाषा के व्यवहार का क्षेत्र केवल एक पाठ्यपुस्तक तथा कक्षा तक सीमित नही है। वस्तुत कक्षा में सीखी गयी भाषा का व्यवहार क्षेत्र कक्षा कि बाहर की गतिवधियों से संबंध है। इस शोध कार्य में इसी परिपेक्ष्य को उभारते हुए बच्चो के भाषिक विका स हेतु पाठ्यसहगामी क्रियाओं के महत्व एवं स्वरूप को उकेरने का प्रयास किया गया है। इस शोध कार्य का उद्देश्य माध्यमिक स्तर पर भाषा कौशलों के परिप्रेक्ष्य में हिन्दी शिक्षण के उद्देश्यों को स्पष्ट करना और साथ ही इन भाषा कौशलों के विकास के संदर्भ में पाठ्य सहगा मी क्रियाओं की भूमिका को स्पष्ट करना था। शोध कार्य पूर्वी दिल्ली के 9वी व 10वी कक्षा के अध्यापकों तक सीमित है। और 9वी कक्षा की पाठ्यपुस्तक क्षितिज तक इसे सीमित रखा गया था। शोध कार्य का स्वरूप बुनियादी तौर पर सर्वेक्षणात्मक, विश्लेषणात्मक एवं चिंतनात्मक था। इस कार्य के संदर्भ में भाषा कौशलों से अभिप्राय बच्चों की ग्राहयात्मक एवं अभिव्यक्तात्मक कौशलों के अंतर्गत श्रवण, भाषण, वाचन, लेखन आदि का विकास करना था। इस अध्ययन से यह निष्कर्ष निकलकर आया कि हिन्दी भाषा शिक्षण मे पाठ्यसहगामी क्रियाएँ भाषा अधिगम का वातावरण प्रदान करने के साथ , अधिगम प्रक्रिया की प्रभावशीलता को बढ़ाती है और शिक्षार्थी के मूल्यांकन के लिए कई पक्षों को उजागर करती हैं। अतः भाषा शिक्षण में पाठ्यसहगामी क्रियाओं को पर्याप्त स्थान दिया जाना चाहिए ।

-Abstract prepared by Pooja Nagar, M.Ed (Full-Time Session: 2012-13)

शीर्षक: बाल सत्ता की कक्षागत शिक्षण अधिगम प्रक्रिया मे भूमिका   "एक विश्लेषणात्मक अध्ययन।

शोधकर्ता: कुमार अविनाश, एम.एड (अंश कालिक; सत्र: **2009-11**)

सार

जब हम लोकतंत्र की बात करतें हैं   ,तो हम एक ऐसी व्यवस्था की बात करते हैं जिसमे उस व्यवस्था के सारे अवयव अपनी निजी सत्ता को कायम रखतें हुए और अपने आप मे एक स्वतन्त्र कार्य प्रणाली का रूप अपनाते हुए भी पूरे तंत्र को सुचारू रूप से गतिमान रखते हों। प्रस्तुत शोध में विद्यार्थियों की स्वयं की व शिक्षक की सत्ता का उसके अधिगम में भूमिका का अध्ययन किया गया। साथ ही सहचर समूह का विद्यार्थियों के अधिगम पर पड़ने वाले प्रभावों का अध्ययन   किया गया। शोध के अंतर्गत इस बात का भी अध्ययन किया गया कि शिक्षार्थी और शिक्षक की सत्ता के परस्पर अन्तर्द्वंद की अधिगम मे क्या भूमिका हैं   ? क्या सामाजिक और आर्थिक परिवेश की विद्यार्थियों   के अधिगम मे कोई भूमिका होती है ? कक्षा मे वर्चस्वशाली विद्यार्थी अन्य विद्यार्थियों को कैसे   प्रभावित करतें हैं   ? शोध विवरणात्मक व विश्लेषणात्मक था जिसमें आँकड़ो का संग्रह , अवलोकन तथा अनियोजित साक्षात्कार (जो की खुली व असंरचित प्रकृति) के आधार पर किया गया था।   शोध गुणात्मक प्रकृति का था। शोध कार्य को दिल्ली के   जी .टी बी नगर मे एक सरकारी विद्यालय तक सिमित किया गया था। न्यायदर्श के रूप में विद्यालय की कक्षा आठवी का चयन किया जिसके अंतर्गत सामाजिक विज्ञान विषय की तीस कक्षाओं का अवलोकन किया गया व शोध के उपरांत उन छात्रों का साक्षात्कार भी लिया गया। अवलोकित कक्षा से प्राप्त आँकड़ो में बाल सत्ता की महत्ता को अनदेखा किया गया , विद्यार्थियों को तर्क , बहस व आलोचना   आदि के अवसर का आभाव था।विद्यार्थियों को   अपनी जिज्ञासा को शांत करने का ,प्रशन करने का , अधिकार नहीं था। प्रभावशाली विद्यार्थियों के आगे अन्य विद्यार्थियों की सत्ता क्षीण   थी। व्यक्तिगत भिन्नताओं को सम्मान जनक दृष्टि से नहीं देखा जा रहा था । शिक्षक बाल सत्ता को हाशिये पर डाल कर अपनी ही मनमानी कर रहे थे , बाल सत्ता के लिए वहां कोई स्थान नहीं था, शिक्षण के सापेक्ष अधिगम हीन था।

-**Abstract prepared by Babita, M.Ed (Full-Time Session: 2012-13)**

शीर्षक: सीमान्त वर्ग का शिक्षा के प्रति दृष्टिकोण का अध्ययन

शोधकर्ता: रजनी, **M.Ed. (Full Time; Session: 2009-10)**

सार

शोधार्थी द्वारा भारतीय शिक्षा के अध्ययन की प्रक्रिया के अंतरगत विभिन्न समस्याओं से रूबरू होने का मौका मिला, अतएव उन्होने भारतीय शिक्षा की ज्वलंत, एतिहासिक, राजनीतिक, सामाजिक और शैक्षिक समस्या के एक पहलू अर्थात सीमांत वर्ग की शिक्षा को अपने अध्ययन अथवा शोध का शीर्षक बनाया। इसमे अनुसंधान कर्ता के मुख्य उद्देश्य, सीमांत वर्ग की शिक्षा संबंधी प्रावधानों का नीतिगत विश्लेषण करना, सीमांत वर्ग का शिक्षा के प्रति समझ का अध्ययन करना, समाज मे इस वर्ग के शैक्षिक पिछड़ेपन का अध्ययन करना, शैक्षिक विकास मे आने वाली बाधाओं को एवं उनके निराकरन हेतु उपायों की खोज करना था। इसकी आवश्यकता को स्पष्ट करते हुए अनुसंधानकर्ता का मन्तव्य यह जानना था कि किस प्रकार इन समस्याओं का समाधान तलाशा जा सकता है, ताकि शैक्षिक व्यवस्था को इनके प्रति अनुकूल किया जा सके। इस अध्ययन को क्षेत्र की दृष्टि से सीमांत वर्ग के विद्यार्थि यों और सरकारी स्कूल व्यवस्था तक सीमित रखा गया। सीमांत वर्ग के अंतर्गत शोधार्थी ने सीमांत वर्ग के अंतर्गत दलित, आदिवासी, धार्मिक अल्पसंख्यक, आर्थिक, असक्षम वर्ग व महिलाओं को सम्मिलित किया। इसका क्षेत्र के अंतर्गत शोधार्थी द्वारा इस वर्ग की शैक्षिक समस्या को पहचानना और उसके निराकरन का प्रयास करना था, जिससे एक शैक्षिक समस्या का समाधान हो सके। इसका क्षेत्र इस समस्या के अंतर्गत विभिन्न सहभागियों को सम्मिलित भी करना था। अनुसंधान कार्य की अध्ययन पद्धति मुख्यतः गुणात्मक थी जिसमे साक्षात्कार विधि का प्रयोग करते हुए आकड़ों का विश्लेषणात्मक विवेचन किया गया। साक्षात्कार मे प्रतिचयन (याद्रच्छिक) के माध्यम से 10 परिवारों को लिया गया। इस शोध का प्रतिचयन रेड लाइट पर आवासित सीमांत वर्ग के बच्चों का था जो दिल्ली के उत्तरी क्षेत्र तक सीमित थे। इस प्रकार अनुसंधानकर्ता द्वारा एकत्रि त आकड़ों का जो कि उन्होने 10 परिवारों से लिया, कि विश्लेषणात्मक व्याख्या की। इन्होने उन आकड़ों का विश्लेषणात्मक विवेचन किया। जिसके उपरांत वह इस निष्कर्ष पर पहुंचे कि विद्यालयों मे विभिन्न स्तरो पर इन्हे समस्याओं का सामना करना पड़ता है जो अंतःसंरचनात्मक और परासंरचनात्मक है। अतः इन समस्याओं के समाधान हेतु उन्होने संरचनात्मक और संबन्धित समस्याओं का निराकरन करना सुझाया, जो शिक्षकों का प्रशिक्षण, स्कूल की अधोसंरचना का विकास, शैक्षिक नीतियों मे परिवर्तन, पाठ्यक्रमिक संशोधन करना, इत्यादि।

- Abstract prepared by Kamal, M.Ed. (Full-Time, Session: 2012-13)

शीर्षक: मुस्लिम लड़कियो के कुछ समूहों की शिक्षा तथा जीवन इच्छाओ का अध्ययन

शोधकर्ता: राहत हयात, एम.एड. (फुल टाइम), सत्र: 2011-12

<div align="center">सार</div>

प्रस्तुत शोध हिन्दू मुस्लिम लड़कियों के कुछ समूहों मे उनकी शिक्षा एवम जीवन संबधी इच्छाओ को समझने का प्रयास करते हुए उनकी व्यक्तिगत एवं सामूहिक पहचान पर द्रष्टि डालने की कोशिश करता है। इस शोध का प्रमुख उद्देश्य शैक्षिक संस्थानों के संपर्क में रही कुछ मुस्लिम लड़कियों के प्रोफाइल तैयार करते हुए शैक्षिक संस्थानों का चुनाव करने के मानदंडो को जानना है। इसी के साथ इन लड़कियों के जीवन एवं शिक्षा संबधी इच्छाओ के सन्दर्भ में शिक्षा के योगदान को समझना एवं रास्ते में आने वाली परेशानियो को समझना भी इस शोध का उद्देश्य रहा। शोध पद्धति में मानक सर्वेक्षण पद्धति का प्रयोग किया गया जो कि गुणात्मक प्रकार की पद्धति है। इस पद्धति के अंतर्गत पारिवारिक प्रष्ठभूमि, स्कूली शिक्षा एवं संबधित सपने, स्कूली शिक्षा का योगदान, इसकी उपयोगिता के प्रति नजरिया, एवं संबधित मुश्किले इत्यादी प्रमुख बिंदु रहे। उपकरणों में मुख्यत: अध्यापकों एवं छात्रों के लिए साक्षात्कार, प्रेक्षपण पत्र, एवम अवलोकन प्रयोग किये गये है। न्यायदर्श के रूप में **9** लड़कियों का चयन पुरानी दिल्ली के **3** स्कूलो (सरकारी, प्राइवेट एवं मदरसा -इ-नीस्वां) से किया गया जिनमे से प्रत्येक स्कूल में से **3** लड़किया ली गयी और इन **3** लड़कियो में से **1** वो थी जिसने **5** वर्ष पहले स्कूली शिक्षा पूर्ण कर ली थी। इस शोध के विश्लेषण से यह परिणाम आते है : **(1)**शैक्षिक संस्थानों को चुनाव मुख्यत: संसथान की घर से दूरी,पारिवारिक द्रष्टिकोण तथा पारिवारिक शैक्षिक प्रष्ठभूमि, असुरक्षा के भावो, और आर्थिक कारणो के आधार पर किया गया। **(2)** मदरसा-ए -निसवां जहाँ धार्मिक शिक्षा के लिए उपयुक्त है वहीं सरकारी एवं प्राइवेट स्कूल आधुनिक शिक्षा के लिए उपयुक्त है किन्तु धार्मिक एवं आधुनिक शिक्षा का समावेश इन दोनों शैक्षिक व्यवस्थाओ में से किसी में भी नही है। इस स्थिति में आधुनिक शिक्षा प्राप्त करने वाली मुस्लिम लड़कियो को धार्मिक शिक्षा के लिए समय निकलना पड़ता है किन्तु धार्मिक शिक्षा ग्रहण करने वाली लड़कियो को आधुनिक शिक्षा के लिए परिवार की ओर से किसी दबाव का सामना नही करना पड़ रहा था। **(3)** सामाजिक परिवेश में लड़कियो को शंका की द्रष्टि से देखना उनके शैक्षिक जीवन में मुश्किल के रूप में सामने आता है। **(5)** आर्थिक उद्धार पर ध्यान देने के कारण लड़कियो की शिक्षा एवं जीवन संबधी इच्छाएं उच्च शिक्षा के सन्दर्भ से काफी पीछे है।

- Abstract prepared by Rani Panchal, M.Ed (Full-Time), Session: 2012-13)
शीर्ष: समानता की संकल्पना के परिपेक्ष्य में विद्यालयी व्यवस्था के स्वरुप का अध्ययन

शोधकर्ता: कमला, शिक्षा निष्णात (पूर्णकालिक), **2009-2010** |

सार

प्रस्तुत शोध ग्रन्थ में विद्यालयी व्यवस्था में फैली असमान्तव उसे दूर करने के लिए किये गए संविधैनिक , शैक्षिक एवम नीतिगत प्रयासों को प्रस्तुत करने का प्रयास करता है| प्रस्तुत शोध ग्रन्थ एक वैचारिक शोध है जिसमें भूमिगत कार्य करने की अपेक्षा समानता स्थापित करने के लिए किये गए नीतिगत प्रयासों का अध्ययन करने का प्रयास किया गया है | सर्वप्रथम संविधान के अनुच्छेद ४५ (क्यूंकि यह २००९-१० में किया गया शोध कार्य है) द्वारा १४ वर्ष तक की आयु के बच्चों को शिक्षित करने का प्रयास किया गया है | फिर देखा गया की वास्तव में शिक्षा बांटने का काम कर रही है तो फिर इसके लिए १९६८ के सामान विद्यालयी व्यवस्था (**common school system**) को लागू करने का प्रयास किया ग या| इसे लागू करने के पीछे के उद्देश्य का विश्लेषण करते हुए शोधार्थी का मान न है की इसका अर्थ है की शिक्षा समान नहीं थी| यह देश को जोड़ने की उपेक्षा विभाजित करने का काम कर रही थी | इसके बाद जब १९८६ की शिक्षा नीति का विश्लेषण किया गया तो उन बिंदुओं पर प्रकाश डा ला गया है जो असमानता स्थापित करते हैं यान जिन क्षेत्रों में असमानता प्रिलाक्षित होती है| उदाहरण के लिए इसमें महिलाओं की शिक्षा पर विशेष प्रकाश डाला गया | लेकिन महिलाओं के लिए या शैक्षिक स्तर पर समानता   स्थापित करने के लिए जो प्रयास किये जाते हैं ऊनके कारण भी अभी तक समानता क्यूँ स्थापित नहीं हो पा यी है ? इस प्रश्न का उत्तर सद्गोपाल, साधना सक्सेना सरीखे लेखकों के लेखन का प्रयोग करके देने का प्रयास किया गया है की समानता स्थापित करने के लिए प्राय; नीतियां बना देना- यही काफी नहीं है अपितु इसके लिए वास्तविक प्रयास- ढांचागत परिवर्तन, शिक्षों की भर्ती, जिस समुदाय के लिए नीतियां बनायीं गयीं है, उसकी सक्रीय भूमिका और भागेदारी की स्थितियों का निर्माण करना, आदि भी आवश्यक है और आपने इस मत के समरथन में शोधार्थी ने विद्या लयों में विभिन्न स्त्रोतों का प्रयोग कर ऊन क्षेत्रों को प्रस्तुत किया है जहां वास्तविक सुधारों की जरूरत है| संक्षेप में शोढार्थी ने दर्शाया है की शैक्षिक स्तर पर समानता स्थापित करने के लिए वास्तविक ढांचागत सुधारों की आवश्यकता है तभी जाकर इस लक्ष्य को प्राप्त किया जाना संभव हो सकता है|

- Abstract prepared by Rajendra, M.Ed (Full-Time, Session: 2012-13)

शीर्षक: दिल्ली की पुनर्वास बस्ती के बच्चो की शिक्षा के सन्दर्भ में निशुल्क और अनिवार्य शिक्षा का अधिकार अधिनियम **2009:** एक विश्लेषणात्मक अध्ययन

शोधकर्ता: कमल किशोर त्रिपाठी ,एम.एड

सार

प्रस्तुत शोध के उधेश्य बिंदु : गरीब बच्चों की शिक्षा   विमर्श के आलोक में निशुल्क एवं अनिवार्य शिक्षा का अधिकार अधिनियम 2009 दस्तावेज में दिए गए प्रावधानों का विश्लेषण करना, निशुल्क और अनिवार्य शिक्षा का अधिकार के सन्दर्भ में पुनर्वास बस्ती में रहने वाले अभिभावकों की जागरूकता का विश्लेषणात्मक अध्ययन, विगत वेशो में निशुल्क और अनिवार्य शिक्षा का अधिकार 2009 के सन्दर्भ में पुनर्वास बस्ती में रहने वाले अभिभावकों की प्रतिपुष्टि का अध्ययन करना है। इस शोध की विधि गुणात्मक है जिसमे आकड़ो का विश्लेषण विवरणात्मक रूप में किया है। इसके अंतर्गत क्षेत्रीय अध्ययन किया है जिसमे तिमारपुर संजय पुनर्वास बस्ती के 25 अभिभावकों को प्रतिदर्श तकनीकी द्वारा चयन किया गया है। इस शोध से प्राप्त आकड़ो से यह परिणाम आते है –i) गरीब बच्चो के लिए निजी स्कूलों में किया गया 25% आरक्षण ,सभी के लिए निशुल्क शिक्षा एवं भेदभाव का निषेध पर्यास मात्र ही काफी नहीं है । इसके लिए या तो सरकार अभिभावकों के बच्चो का निजी स्कूलों में नामांकन करवाएं या सरकारी स्कूलों में वे सभी सुविधाएँ दी जाएँ जो निजी स्कूलों में दी जाती है ii) बच्चों की शिक्षा के प्रति जागरूकता से संबधित पूछे गए गए प्रश्नों से यह परिणाम आता है कि 76% पुनर्वास बस्ती के अभिभावकों को निशुल्क और अनिवार्य शिक्षा के अधिकार 2009 के बारे में जानकारी का अभाव था और यहाँ रह रहे अभिभावकों के बच्चे सरकारी स्कूलों में ही पढ़ते हैं और वे सभी अपने बच्चों को प्राइवेट स्कूल में पढ़ाना चाहते हैं। iii) शिक्षा के अधिकार के क्रियान्वयन के सन्दर्भ में 32% अभिभावक, आठवीं तक किसी भी बच्चे को फेल न किया जाए नियम को उचित मानते हैं। इस पुनर्वास बस्ती में 12% अभिभावक बच्चों के हित में दिए जाने वाले शारीरिक दंड को उचित ठहराते हैं। शोध का निष्कर्ष यह था की सरकार अगर वास्तव में चाहती है कि देश में सभी को प्राथमिक शिक्षा मिले और सभी को आगे बढ़ने का समान अवसर मिले तो उसे इस क़ानून का सफल क्रियान्यवन करना होगा।

- **Abstract prepared by Rajni Chaudhary, M.Ed. (Full-Time, Session: 2012-13)**

शीर्षक: सहरसा जिले की संविदा- शिक्षिकाओं की समस्या , चुनौतियाँ और उनके बोध का अध्ययन

शोधकर्ता: आलोक रंजन झा, एम्. एड., सत्र: २०११-१२

सार

भारतीय समाज में स्त्रियों के लिए रोजगार के अवसर पुरुषों की तुलना में उल्लेखनीय रूप से कम हैं | बिहार राज्य इस मामले में और पिछड़ा हुआ है यही स्थिति राज्य के सहरसा जिले में भी है | रोजगार से सामाजिक स्तर और आत्मविश्वास का सम्बन्ध विद्वानों ने प्रमाणित किया है | हाल के वर्षों में बिहार सरकार द्वारा बड़े पैमाने पर अनुबंध आधारित शिक्षिका एवं शिक्षकों की नियुक्ति हुई | इससे राज्य में बड़ी मात्रा में उन स्त्रियों को रोजगार मिला जो इससे पहले बेरोजगार थी | उनके सेवा में आने के बाद उनके अपने जीवन , परिवार और समाज के बीच संबंधों में परिवर्तन आए | इसके साथ ही उनके बोध आदि में बदलाव की संभावना बनती है | सामाजिक वातावरण और आधारभूत संरचना का शिक्षिकाओं के साथ जो सम्बन्ध बना है और जो स्थानीय एवं पेशागत चुनौतियाँ हैं इन सब को ध्यान में रखकर यह अध्ययन किया गया है | अध्ययन का विस्तार और लक्ष्य भी इन्ही तत्वों के अधीन रहा है | इस अध्ययन का लक्ष्य सहरसा जिले की स्त्रियों के सेवा में आने के बाद उनकी समस्याओं चुनौतियों और बोध को समझने का रहा है ताकि , इसके आधार पर स्थानीयता से पैदा हुई परिस्थितियों को समझा जा सके , जो अंत : शिक्षण को प्रभावित करते हैं | यह एक गुणात्मक अध्ययन था जिसमें मुख्य रूप से ६ शिक्षिकाओं को शामिल किया गया था | इसमें शोधार्थी द्वारा निर्मित प्रश्नों के अधीन इनका साक्षत्कार किया गया | इसके पश्चात, इनके सम्बन्ध में जितने संभव हो सके उनके परिजनों एवं प्रधानाध्यापकों से बात की गई | पुनः इनसे प्राप्त आकड़ों के सत्यापन के लिए शोधार्थी ने इन शिक्षिकाओं की कक्षाओं का प्रत्यक्ष अवलोकन भी किया | इस प्रकार इन विधियों से प्राप्त आकड़ो को पूर्व के अध्ययनों , शोधपत्रों, लेखों आदि से निर्मित सैद्धांतिक परिप्रेक्ष्य के अधीन रखकर विश्लेषित किया गया जिससे सहरसा जिले की संविदा शिक्षिकाओं के सम्बन्ध में कुछ प्रासियां प्रकाश में आयीं | सहरसा जिले की आधारभूत संरचनाएं इन शिक्षिकाओं की तभी तक सहायता करती हैं जब तक की, वह शहर और शहर के निकट के क्षेत्र में अध्यापन के लिए जाती हैं | समाज में स्त्रियों के घर से बाहर निकल कर काम करने संबंधी पुराणी मान्यता में स्पष्ट परिवर्तन देखा गया है क्योंकि अब हर दूसरे घर से स्त्री बाहर विद्यालय में अध्यापन के लिए जाती है | शिक्षिकाएं घर में भी काम करती हैं और उन्हें विद्यालय भी आना पड़ता है, परिवार के सदस्यों से बहुत कम मदद मिल पाती है |

- **Abstract prepared by Shruti Pal, M.E.(Full-Time Session: 2012-13)**

शीर्षकः 'अनुसूचित जाति व अनुसूचित जनजाति के विद्यार्थियों के शैक्षिक लक्ष्य एवं समस्याएँ" वस्तु स्थिति परख अध्ययन।
शोध्कर्ताः वीरेन्द्र कुमार चन्दोरिया, शिक्षा–निष्णात, सत्रा–2008–09

सार

भारतीय समाज में मुख्य रूप से अनुसूचित जाति व जनजाति को सामाजिक विकास से अछूता माना जाता है। इन वर्गों की शिक्षा राष्ट्र के लिये एक चुनौती है। भारत सरकार तथा राज्य सरकारें इन वर्गों की शिक्षा के लिये विशेष कार्यक्रमों तथा विशेष सुविधओं की व्यवस्था किए हुए हैं। परन्तु आजादी के साठ वर्षों के बाद भी, आज तक हम इन वर्गों को पूरी तरह मुख्य धरा से नहीं जोड़ पाए हैं। इस अध्ययन का उद्देश्य शिक्षा के क्षेत्रा में अनुसूचित जाति व जनजाति के विद्यार्थियों की समस्याओं तथा उनके शैक्षिक लक्ष्यों की वस्तुस्थिति को जानने से रहा है। अध्ययन की आवश्यकता इस विषय पर रही कि यह जाना जाए कि विद्यार्थियों के लक्ष्य क्या है? तथा उन्हें हासिल करने के लिए इन विद्यार्थियों को किन समस्याओं का सामना करना पड़ता है? इस अध्ययन का लक्ष्य यह भी मालूम करना रहा है कि जो सुविधएं इन विद्यार्थियों को शैक्षिक आंकाक्षाओं को पूरा करने के लिए दी जा रही हैं वे पर्याप्त हैं या नहीं तथा उनकी कितनी उपयोगिता है। इस अध्ययन का क्षेत्रा केवल दक्षिण–पश्चिम दिल्ली के 6 विद्यालयों के 20 अध्यापकों व 100 विद्यार्थियों तक ही सीमित रहा है, जिनमें 57 लड़कियाँ तथा 43 लड़के शामिल थें। यह अध्ययन वर्णनात्मक है जिसमें सर्वेक्षण विधि को प्रयोग में लाया गया तथा न्यादर्श का चयन सौद्देश्य था। न्यादर्श इकाई के रूप में माध्यमिक व उच्चतर माध्यमिक स्तर के विद्यार्थियों को लिया गया । ये सभी विद्यार्थी सरकारी विद्यालयों से लिए गए थें जिनमें कक्षा नौवीं, दसवीं व बारहवीं के विद्यार्थी शामिल थें । आंकड़ों के एकत्रीकरण के लिए उपकरण के रूप विद्यार्थियों के लिए स्वनिर्मित प्रश्नावली तथा अध्यापकों के लिये चेक–लिस्ट का प्रयोग किया गया । प्राप्त आंकड़ों के विश्लेषण के आधर पर विद्यार्थियों की वर्तमान स्थिति में बहुत सी विषमताएँ देखने में आई। विद्यार्थी चाहते हैं कि वे उच्च शिक्षा प्राप्त करें तथा अध्यापक व इंजीनियर जैसे प्रोफेशनल कार्यों को अपनायें परन्तु सबसे बड़ी विडंबना इन विद्यार्थियों के साथ आर्थिक समस्या की है। सरकारी तौर पर दी जाने वाली सुविधओं के अभाव में ये विद्यार्थी अपनी शिक्षा को जारी रख पाने में संघर्ष का सामना कर रहें है। अध्ययन में यह तथ्य उजागर हुआ है कि विद्यालय स्तर पर इन विद्यार्थियों के साथ सामाजिक स्तर पर भेदभाव हो रहा है जो असंवैधनिक है। अंत में अध्ययन के द्वारा यह सुझाया गया है कि विद्यालय स्तर पर यह सुनिश्चित करना होगा कि इन विद्यार्थियों के साथ किसी भी प्रकार का कोई दुर्व्यवहार न किया जाये। इसमें भारत सरकार के सामाजिक न्याय व अधिकारिता मंत्रालय, अनुसूचित जाति व जनजाति आयोग अपनी अहम भूमिका निभा सकते हैं, साथ ही शिक्षा मंत्रालय व राज्य सरकार विद्यालय स्तर पर इनके लिये प्रकोष्ठ खोलें जो इनकी सुविध के लिए कार्य करें।

- Abstract prepared by Virender Kumar Chandoria, UTA, Dept. of Education

विषय: दिल्ली नगर निगम के विद्यालयों में अध्ययनरत छात्रों को सरकार द्वारा दी जाने वाली सुविधाओं का अध्ययन।

शोधकर्ता: रवीन्द्र कुमार; एम॰ एड॰ (सत्र २०१०-२०१२ अंश-कालीन)

सार

प्रस्तुत अध्ययन में सरकार द्वारा छात्रों को दी जाने वाली सुविधाओं के बारे में अध्यापक/ प्रधानाचार्य की जानकारी की जांच की गयी एवं सुविधाओं की नियमितता एवं उन्हें प्रभावी बनाने में सहायक तत्वों की खोज की गयी। न्यादर्श के रूप में केवल २० नगर निगम प्राथमिक विद्यालयों को सम्मिलित किया गया और शोध को केवल शाहदरा के उतरी क्षेत्र तक सीमित रखा गया। प्रस्तुत शोध में आंकड़ों के एकत्रण के लिए उपकरण स्वरूप सरंचनात्मक साक्षात्कार प्रविधि का प्रयोग किया गया। साक्षात्कार के लिए सर्वप्रथम एक प्रश्नावली बनाई गयी थी और उसी के आधार पर शिक्षक / प्रधानाचार्य का साक्षात्कार लिया गया। इसके अतिरिक्त यह आंकड़े भी एकत्रित किए गए की विद्यालय की मानवीय और भौतिक दशाएँ किस प्रकार की हैं। आंकड़े एकत्रित करने के पश्चात उनका विश्लेषण किया गया और उनसे परिणाम प्राप्त हुए की विद्यालय में अध्यापकों, विशिष्ट, एवं गैर–शैक्षिक कर्मियों की कमी है; विद्यालय में प्रवेश आसानी से नहीं दिया जाता और विभिन्न प्रकार के प्रमाण पत्र मांगे जाते हैं; विद्यार्थी को पुस्तक, कापी व स्टेश्नरी समय पर नहीं दी जाती। मध्याह्न भोजन के वितरण मे अधिक समय लगता है, जिस कारण पढ़ाई में घंटे कम हो जाते है; अध्यापकों को विभिन्न योजना, जैसे – लाड़ली योजना, छात्रवृति, स्टेशनरी आदि की पात्रता की पूर्ण जानकारी नहीं है; चिकित्सा सुविधा सभी छात्रों की पहुँच से बाहर है; मेधावी परीक्षा में सभी छात्र भाग नहीं ले पाते; छात्रवृति व अन्य धनराशि, भौतिक वस्तुएं आदि जिनका वितरण छात्रों में किया जाता है वह देरी से वितरित की जाती है; विद्यालयों में दृश्य श्रव्य शिक्षण सामग्री (कम्प्यूटर, टेलीविजन, रेडियो आदि) का अभाव है; और विभिन्न छात्रवृति व लाड़ली योजना में पात्रता शर्ते कठिन है जिस कारण अधिकांश छात्र वांछित रह जाते हैं।

- Abstract prepared by Taruna Yadav, M.E. (Full-Time; Session: 2012-13)