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Learning to Teach Reflectively: A Model for B.Ed. Teacher Preparation Programme

Amina Kujur, M.Ed. (PT) 2011-13

ABSTRACT

The concept of reflection has gained attention in the field of education. Every institute tries to make their programme more reflective by using various activities. The main focus of the present study is to find the meaning of reflection as understood by B.Ed. teacher educators and to develop an appropriate model for the B.Ed. programme to prepare reflective practitioners in education.

A qualitative research study was undertaken with the aim of defining reflective teaching; identifying the importance of inclusion of reflective activities in the B.Ed. curriculum; identifying the missing components in the programme that may promote reflective teaching practices; describing activities that provide scope for B.Ed. student teachers to teach reflectively; identify learning from reflective teacher education programmes for B.Ed.; and evolve and suggest a reflective teaching model that may be adopted in the B.Ed. programme. Data was collected through questionnaire from fifty teacher educators of Delhi University. The data gathered through the questionnaire was then content analysed to arrive at the findings of the study.

The study found that teacher educators have some understanding of reflective teaching and considered it as an important part of the teaching-learning process. Teacher educators are able to identify the basic components of reflective teaching, such as critical thinking analyzing own work, giving feedback to oneself and making appropriate modification. Further, they reported that reflection not only helps in professional development but also helps in individual growth. The study also found that the programme does not provide enough scope to practice reflection in the teaching learning process. It was also found that the short duration of the programme proved as a hindrance in reflective practice. The attitude of teacher educators as well the curriculum also emerged as significant factors. To practice reflection, student need to be provided with the activities, related theories and the opportunities within the curriculum. The fourth missing component found was the relationship between theory and practice.

The research study concluded by proposing a model programme for reflective practice that includes all the components that are required for practicing reflective teaching. This model will help the programme to be more reflective and enable the student teachers to becoming a reflective practitioner. It include six major components that is knowledge of theories, professional input, planning, reflection, practice and becoming a reflective practitioner, all the six components have sub components such as theories, philosophy, seminar, workshop, journal writing, planning lesson, discussion, criticizing, observation and applying them and reflecting on practice done and moving again in the cycle to becoming reflective practitioner.

Learners' Reasoning of Socio-Scientific Issues in Some concepts of Chemistry

Amrita Mukherjee, M.Ed. (PT) 2011-13

ABSTRACT

The study aimed to explore learner's reasoning of Socio-Scientific Issues (SSI) associated with the concepts of Chemistry as in many educational contexts throughout the world, increasing focus has been placed on SSI; that is, conflicting individual, social and/or environmental problems associated with fields of science and technology. Many of these potential problems, such as those associated with chemical waste disposals, drug abuse, etc, are so serious that education needs to be oriented towards encouraging and enabling students to be more informed and responsible. For this study, content analysis of Chemistry textbook of senior secondary level and Chemistry oriented chapters of science textbook at secondary level were done to comprehend the SSI addressed in concepts of chemistry. A mixed method approach was adopted to analyze students' responses. Two sets of open-ended questionnaire was used to assess learner's understanding in SSI associated with concept of chemistry at secondary and senior secondary level. The analysis shows that students at secondary level, though aware of most of the social issues but the process of learning of linking the scientific understanding of a concept with social issue show potential internalisation concerns and provides support for the development of alternate frameworks during process of learning. For learner's at senior secondary level, the analysis provide issues of learning progressions but the learners have shown more fervour for the issues associated with social concerns and consequences. Overall, the study presented here provides supports for introducing in Chemistry and Science school curricula some SSI-based interventions.

अवर माध्यमिक स्तर पर निर्धारित इतिहास की पाठ्यपुस्तकों से अपेक्षाएँ एवम् कक्षा संव्यवहार का वस्तुस्थितिपरक अध्ययन

बबीता रानी, एम.एड. (पूर्णकालिक) 2012-13

सार—संक्षेप

प्रस्तुत शोध कार्य के अन्तर्गत 'राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005' के मूल सिद्धान्तों के परिप्रेक्ष्य में एन. सी.ई.आर.टी. द्वारा निर्मित इतिहास विषय की अवर माध्यमिक स्तर की कक्षा 6, 7 व कक्षा 8 की पाठ्यपुस्तकों से की जाने वाली अपेक्षाओं का वस्तुस्थितिपरक अध्ययन किया गया है तथा इतिहास विषय के शिक्षण तथा व्यावहारिकता में आने वाली चुनौतियों का विभिन्न गुणात्मक उपकरणों के प्रयोग से दत्त सामग्री एकत्रित कर विश्लेषण किया गया है। प्रस्तुत शोध गुणात्मक प्रकृतिक का है। शोध का संचालन दो स्तर पर किया गया है प्रथम स्तर पर अर्न्तवस्तु विश्लेषण व द्वितीय स्तर पर दत्त सामग्री विश्लेषण शोध कार्य के लिए चयनित प्रतिदर्श सुविधनुसार प्रतिदर्श विधि के आधार पर लिया गया था। चयनित 6 विद्यालय में दो निजी, दो सरकारी एवं दो केन्द्रीय विद्यालय थे 18 टी.जी.टी. सामाजिक विज्ञान के शिक्षक विशेष रूप से इतिहासज्ञ तथा 60 विद्यार्थियों से आँकड़े एकत्रित किये गए। मुक्त प्रश्नावली व अर्द्ध-संरचित साक्षात्कार के प्रयोग द्वारा शिक्षक व विद्यार्थियों को मुक्त रूप से अपने मत व्यक्त करने के अवसर दिये गये थे।

विश्लेषण के पश्चात् जो मुख्य बातें निकल कर आईं उसके अनुसार यह कहा जा सकता है कि राष्ट्रीय पाठ्यचर्या रूपरेखा 2005 में इतिहास की पाठ्यपुस्तक निर्माण के लिए की गई संस्तुतियों का छठी, सातवीं एवं आठवीं कक्षा की इतिहास की पाठ्यपुस्तकों के निर्माण के समय पर्याप्त ध्यान रखा गया है। हालांकि छठी एवं सातवीं की पाठ्यपुस्तक अनेक दृष्टियों से आठवीं कक्षा की पाठ्यपुस्तक से बेहतर है, जिसका प्रभाव शिक्षण में भी दिखा। वहीं कक्षा संव्यवहार के विश्लेषण से यह उभकर आया था कि जैसी अपेक्षाएँ पाठ्यपुस्तकों में की गई हैं और शिक्षकों से शिक्षण विधियों के जिस वैविध्य की अपेक्षा है उस पर शिक्षक खरे नहीं उतर पा रहे हैं विशेषकर सरकारी विद्यालयों के शिक्षक इसका एक कारण व्यवस्था संबंधी कमी भी नज़र आई। विशेषकर छात्रों के पूर्वज्ञान की जाँच, पाठ योजना निर्माण, प्रस्तुति की रोचकता, छात्रों की सक्रिय, भागीदारी पर विशेष ध्यान देने की आवश्यकता नज़र आई। शिक्षक समय की कमी को ऐसा न कर पाने का मूल कारण बताते हैं। विद्यार्थी वर्ग भी कक्षा-शिक्षण से संतुष्ट नज़र नहीं आए।

Contribution of Learning Experiences at the National Science Centre to Science Education

Beena, M.Ed. (PT) 2011-13

ABSTRACT

A major crisis is the diminishing interest of students in Science. The necessity and a challenge for scientist, educationist and educational policy makers - is to ensure proper and effective Science education in the world. Therefore the quality of school education in Science is increasingly acquiring critical importance with an added dimension to widen the horizons of Science education from the confines of classrooms to the exposure in institutions like Science centres/museums, planetarium, bio-diversity parks etc. The paucity of researches related to the role of Science centres in supplementing formal Science education, improving conceptual understanding and role of teachers in it, especially in the Indian context, is the impetus for this study. This paper attempts to explore the contribution of learning experiences at the National Science Centre, Delhi, to Science education. Hence, in the present study adopting a case study research design attempts to explore the role of Science centres. The tools self-constructed tools for this research included a questionnaire, an interview Schedule and an observation Schedule. The sample for the study comprised of students and teachers visiting the national Science centre. The findings indicate that the National Science centre *supplements* formal Science education to large extent. It arouses curiosity and interest in students and teachers visiting the national Science centre. Both teachers and students like visiting the Science centre, for Science centre, they claimed, provides multiple opportunities to learn Science through methods of play and exploration. It was also observed that the students paid little attention and spent comparatively less time with the models, they later claimed that most models were not easy to understand. Teachers, a small size of twenty, vouched for an increase in their professional expertise as teachers. The Science centre portrays Science as a means of experimentation and it is not only about laws and principles but its relevance to the concerns about daily life makes it very relevant. It provides a common platform for learning Science and having fun together .It plays the role of popularising Science among students. The study recommends that teachers should conduct a flexible but focused visit where students have independence and responsibility for their learning. Science Centre educational staff can discuss about current trends in education, needs of the students and teachers, existing syllabus etc. Research could be done on the processes of popularisation and communication of Science by Science Centres.

The Importance of Human Rights Education

Bhageshwari Sharma, M.Ed. (FT) 2012-13

ABSTRACT

The main objective of this study was to emphasize the importance of human rights education and how it would generate awareness for the betterment of people. The study explored the history, growth and development of human rights, the need for the protection of human rights, human rights education- Its meaning and nature, the analysis of human rights education programs and agencies in India and in some other countries and the scholar's own vision and suggestions for a human rights education programs and techniques that would be effective and meaningful.

The study argued that the dignity of human beings was stressed by several movements, documents and the works of several activists and thinkers that led to subsequent developments as the Magna Carta, the American Bill of Rights, the French Revolution that urged the spread of the protection of human rights. It talked about the role of the UN that pledged to take joint and separate action to protect human rights that was followed by the Universal Declaration of Human Rights (UDHR) adopted by the U.N general assembly in 1948 in the aftermath of World War II. The study then argued of a 'rightlessness' that existed around the marginalized deprived of their basic human rights. It stressed that it was to do away with this "rightlessness" that the concept of Human Rights Education came up. In terms of India it talked of the human rights education initiatives at the higher education level undertaken by the Universities regulated by the UGC that included preparing blue print for imparting Education on Human Rights and Duties at the Universities and Colleges. It stressed the importance of Human Rights Education that eventually became an integral part of the Right to Education (2009). Even before, it was highlighted in the National Curriculum Framework 2005 (NCF2005) and the National Curriculum Framework for Teacher Education (NCFTE 2009) where it was highlighted how teaching and education promoted respect for our rights and freedom.

The study looked at the work of several institutions and organizations working in the field of human rights protection and awareness for instance, the National Human Rights Commission (NHRC) that is a vital body of India's concern for the promotion of human rights education. Also, the National Council for Education, Research and Training (NCERT) that started working for the promotion of human rights education through various publications in the field. The purpose was to make available to teachers, students, policy makers, curriculum developers and other personnel involved in formulating and implementing educational programs, a selection of major documents in human rights and human rights education in one volume.

The study laid down certain suggestions for teaching of human rights. These were in the areas of curricular reform, training, creation of public awareness, debates and discussions about human rights' values, funding for the cause of protection of human rights at local, national and global level. It also included suggestions to include human rights' course for teaching professionals intended to help create the required knowledge base and provide an opportunity to have right mental attitude in the teaching professionals.

Gender Relations in School Notions of Teachers And Students

Bhumika Sharma, M.Ed. (PT) 2011-13

ABSTRACT

Gender is the most pervasive form of inequality as it operates across society. It has pervasive and wide ranging implications for human co-existence in general and education in particular. This project was undertaken to study teacher's perceptions on school and classroom practices in the context by gender relations and to analyse children's ideas on gender preferences in peer interaction. The study was conducted during the months of Dec'12- Jan'13 in a government school in south Delhi.

The sample size of the study was 16, comprising of 8 teachers and 8 students from classes III, IV, V and VI who were randomly selected. The students and teachers were interviewed based on a semi-structured interview schedule. The data collected was analysed on various themes like students organisation in classroom and school gatherings, teacher's allotment of tasks to boys and girls, teacher's notions on co-curricular space for boys and girls, teacher's perception on importance of education for boys and girls and students preferences in peer-interaction.

On analysis the study revealed that teachers discouraged opportunities for interaction between boys and girls. They viewed school as an institution that prepares students for the gender roles expected of them. There was differential allotment of tasks to students based on their gender. Teachers also engaged in punishment strategies that were different for boys and girls.

The teachers believed that the biological sex of the student determines his or her abilities and qualities. Students responses revealed that they perceived a divide between the masculine and the feminine qualities. Boys preferred outdoor activities which required greater physical activity while girls preferred activities requiring less mobility. Students preferred same sex interaction over mixed sex interaction.

The above analysis reveals that schooling plays an influencing role in perpetuating gender inequality between students. This segregation of students based on their gender has far reaching implications in the formation of gender identity. Besides this study reveals a few pointers to spaces, where change can be initiated in schools

A Meta Analysis of the Studies on Gender and Mathematics

Charu Bharat, M.Ed. (PT) 2011-13

ABSTRACT

The present research aimed at a meta analysis of studies on gender and mathematics. Many studies have been conducted in the area of gender and mathematics through decades. The gender gap in mathematics is an important and extremely divisive issue of academic debate (e.g. Sweeney 1953, Fennema and Sherman 1977, Goldin 1994, Hausmann et. al 2008.) Thus, the rationale of the study was to use the process of literature review to critique the conscious and unconscious assumptions of scholarly research on gender differentials in mathematics education. The objective of the study is to analyze the trends in gender and mathematics. Trends might be in terms of the areas of research or the findings of the researches. The areas that were unexplored till now or less explored in gender and mathematics could be found out.

For the purpose of the present research, selected journals were identified for undertaking meta analysis. These included Educational Studies in Mathematics, Journal of Research in Mathematics, Higher Education, Gender and Society etc. The research studies included in the study were those which were published between 1980 and 2013. In the end, seventy five studies were reviewed to analyze how gender affects mathematics. Researches in the area were categorised into five themes viz., skills and achievement in mathematics, higher education and mathematics, role of parents, role of teacher, and attitude towards mathematics. The relationship between gender and mathematics was the common thread that cut across all the themes. The main themes were divided into subthemes. The theme skills and achievement was divided into the subthemes cognitive variables-verbal and spatial ability, computational skills; affective variable-confidence and attributions; and methodology. In the category higher education, the subthemes were- low enrolment rate in higher education for mathematics, reasons for low enrolment, role of parent in influencing the higher education in mathematics and confidence to pursue mathematics. Under parental role, the subthemes were- socioeconomic condition of the parents, beliefs of the parents, parents choosing the career option for the children. The theme teachers' role, the subthemes were- attributions of the teacher, pedagogy and gender of the teacher. Finally, the theme attitude towards mathematics explored the subthemes of alterations in attitude for mathematics and influence of the teacher on attitude of the student.

Understanding the Feminist Perspective in Science and Science Education

Deepika Bansal, M.Ed. (FT) 2012-13

ABSTRACT

Institutions of science have traditionally excluded women as practitioners. Issues of concern to women and sex/gender minorities are routinely marginalized in scientific inquiry, or are treated in ways that reproduce gender-normative stereotypes. Scientific authority often rationalizes social roles and institutions that feminists call into question. These contradictions are still deeply embedded in individual and collective consciousness, but they are no longer confined to the domain of implicit emotional and intuitive knowledge. They have been made explicit and brought into the domain of academic discourse, formally available to analysis and criticism. Despite the conviction that the institutions of science are a model of gender-neutral meritocracy and admission of women into institutions of higher education and access to scientific training, it has emerged that these gains in science training have not translated into comparable improvements in their representation in faculties of science and in "leadership positions" in the sciences. Conventional and stereotypical explanations of these persistent inequalities typically invoke the talents, drive, and preferences of women. But other explanations note that while intentional discrimination still exists, gender discrimination also takes the form of diffuse but persistent differences in the recognition and reward of women's achievements. This study posits that feminist perspectives on science arise from concerns to improve the lives of women and men by encouraging and using better understandings of the natural and social worlds. And, argues that the feminist literature on science and technology provides important perspectives that are quite diverse, ranging from critiques of specific theories or technologies to critiques of the fundamental assumptions and epistemologies of science. These critiques have been important in correcting false theories in science, questioning the development and implementation of some technologies, criticising the conduct of the institutions of science, and reconfiguring epistemologies of science so that they are more inclusive of the diverse identities of its producers and supporters. The study notes that much of the feminist critique of 'science' defines science broadly to include science education and hence adds that many of the critiques of science are quite applicable to science education. As a way forward the study proposes that as long as we continue to carry out research that does not attend to the gendered identities of students of subject matter, continue to teach science in ways that only appeal to members of *elite groups* in society, or continue to teach science in ways that do not permit students to understand how their own participation could improve science, then we deserve to be a part of the feminist criticism of science.

A Study of the Status of Poetry in Upper Primary Grades of Government Schools

Deepti, M. Ed. (PT) 2011-13

ABSTRACT

Poetry is a beautiful thing. The primitive poetry in giving human feeling and purpose to the wind, streams, storms etc., is fundamental in the race and often appears in the child's own interpretation of the nature. The research is an attempt to understand the relevance of poetry for the students of upper primary grades (Class IV and V), for the teachers and for the school administrators. It has been observed that Poetry classes after reading or listening to a poem turn listlessly to the writing of 'meanings of difficult words' and writing the exact meaning of the poem. Often the poem or any literary text is made the basis for testing some bit of the technical knowledge. The research is a qualitative study which reflects an interest to understand the pedagogy being followed in classrooms and also attempts to identify the reasons for the aversion of poetry amongst students and teachers with reference to 'The new critical approach' and 'the reader response perspective'. Since there is scarcity on researches in this field, therefore the present study may add to the knowledge and understanding in the field. The study focuses on two major aspects-Relevance of poetry for students, teachers and administrators; and Pedagogy and practices being used in poetry classes. The first phase of the study focused on collecting and analyzing poems, from Hindi text books of upper primary grades. Second phase of the study involved collecting and analyzing data from classroom observations, interviews of the students, teachers and the administrators. The researcher found that most of the teachers preferred story than a poem, reasons given by the teachers included structure of the poem, language of the poem and so on, whereas teachers who like reading poems gave similar reasons for liking the poem. The researcher found that in all the poetry classes the teacher gave introduction and related the concept to the context of the students, however, after these initial activities, all the classes turned to the traditional classrooms, where the teacher recited and explained the meaning to the students and then asked the students to read the poem one by one. Another major finding of this research study is that teachers don't refer to the illustrations given in the textbook. They never ask students to look at these pictures and predict the meaning of words unknown to them. The researcher also found that very few assignments were done for poetry lessons. In the notebooks of the student of one class, there was no work related to the poems, except writing the names of the poet. Teachers deliberately and carefully pick factual and grammatical questions from the text book and write their answers on the board and ask the students to copy these answers.

Girls Education: Incentives Schemes and their Implementation at the school level

Geetanjali, M.Ed. (FT) 2012-13

ABSTRACT

In India, the participation of girls in education has lagged behind that of boys at all levels of education. This low priority is embedded in our cultural and religious beliefs that question the usefulness of investing in girls. The constitution confers on women, the equal right and opportunity in all fields. The Government of India has endorsed it through its plans, policies and programs. In order to improve the survival and welfare of girls both the national and the state governments have launched special financial incentive schemes for girls. These incentive based schemes aim at improving the value of the girl child on the premise that financial benefits would trigger behavioural changes among parents and communities. In spite of all these provisions, women in India have not been able to take full advantage of their rights and opportunities in practice for various reasons. Therefore, in this research, an attempt was made to highlight the national and state level schemes to promote the girls education. The present study was based on data collected from the government schools of Delhi. It looked into the implementation mechanism at schools. This study analysed the different schemes like Ladli, Kishori, SC/ST/Minorities, Single girl child scholarship scheme; their objectives and target groups. With the help of previous studies done in this area and documents related to schemes and the data collected from field, the findings of research stated that the introduction of incentive schemes was a very important aspect of girls' education, especially condition cash transfer schemes such as Ladli scheme has great influence on girls' enrolment in school. Through provision of financial incentives to poor families following the fulfilment of certain verifiable conditions, CCTs and other incentives seek to provide short-term income support and at the same time promote long - term behavioural change. Incentives schemes, therefore, have the potential to become an effective means of channelizing resources to the poor and socially disadvantaged sections; more specifically, girls and women. With persisting gender inequalities in India, the girl child is at a disadvantage and faces discrimination at every stage of her life – sex selection, infanticide, little or no access to education, lack of health care and nutrition and child Marriage. The incentive schemes that government launched for empowering girls and improve their status in society. These incentives are good for their further education as well, but the administrative formalities become hurdles for the disadvantage groups. The findings of the study pointed out the need to simplify the eligibility criteria and conditionality, and also the procedures of registration under each of these schemes. There is a lack of field level monitoring and orientations not done in a proper manner. The findings showed that the objectives of incentive schemes were not clearly explained for girls and many of them viewed it as fixed deposit for their marriage. Moreover, by limiting the benefit to two girls or by providing a larger incentive for the first girl, the scheme inadvertently ends up valuing girls differentially depending on their position in the birth order.

आर्थिक-अशक्त वर्ग के विद्यार्थियों का निजी विद्यालय में समायोजन और शैक्षिक विकास : एक मनो-सामाजिक परिप्रेक्ष्य।

कमल, एम.एड. (पूर्णकालिक) 2012-13

सार-संक्षेप

भारतीय शैक्षिक व्यवस्था परिवर्तन के दौर से गुजर रही है जिसमें शिक्षा का उत्तरदायित्व एक तरपफ सरकारी दायित्व को बढ़ाता है जिसे शिक्षा के अधिकार कानून 2009 के द्वारा मौलिक अधिकार का दर्जा प्रदान किया गया है। इसके पीछे शिक्षा को परिवर्तन का अभिकर्ता मानने की एक गहरी सोच है। वहीं दूसरी तरपफ यही शिक्षा का अधिकार कानून 2009 सरकारी उत्तरदायित्व को निजी क्षेत्र के साथ बाँटने का भी प्रावधान करता है। जिसमें 25% आरक्षण द्वारा आर्थिक अशक्त वर्ग के विद्यार्थियों को निजी विद्यालय में पढ़ने का मौका प्रदान करता है। इसके क्रियान्वयन से शैक्षिक अवसरों की सुलभता उपेक्षित वर्ग के लिए बढ़ जाती है। दूसरी तरपफ इनका निजी विद्यालय में दाखिला मिलने के उपरान्त इनके लिए शैक्षिक अवसर बढ़ते हैं अपितु यह कुसमायोजनों का शिकार होंगे या इनका विद्यालय में इनकी विलग सांस्कृतिक, आर्थिक एवं सामाजिक पूँजीय परिस्थितियों में समायोजन हो पायेगा, शोधार्थी की शोध समस्या को उत्पन्न करता है। जिसके आधार पर शोधार्थी शोध हेतु प्रेरित हुआ और मनो-सामाजिक दृष्टिकोण के माध्यम से शोध प्रारूप की रचना की। शोधार्थी द्वारा आर्थिक अशक्त वर्ग के विद्यार्थियों का मनो-सामाजिक, निजी विद्यालयों का उत्तरदायित्व और इन विद्यार्थियों का अकादमिक विकास को उद्देश्य स्वरूप निर्धारित किया व गुणात्मक शोध प्रारूप के आधार पर जिसमें अवलोकन साक्षात्कार जैसी विधियों के द्वारा आँकड़ों का संकलन किया गया। आँकड़ों के संकलन हेतु न्यादर्श का निर्धारण किया गया। जिसमें आर्थिक अशक्त वर्ग के विद्यार्थियों का चुनाव किया गया जो निजी विद्यालयों से लिये गये और उनका व्यवहारिक जाँच सूची और विद्यार्थी प्रोफाइल एवं उनके अभिभावकों से साक्षात्कार किया गया। इस न्यादर्श में ऐसे विद्यार्थियों का चयन किया गया जो गत दो वर्षों से विद्यालय में पढ़ रहे हैं। इसके पश्चात् आँकड़ों का विश्लेषण थीम्स के आधार पर किया गया और निष्कर्ष प्राप्त किये गये जो विद्यार्थियों के समायोजन का स्तर और उनके शैक्षिक विकास अकादमिक विकास को दर्शाते हैं। इस निष्कर्ष के अन्तर्गत समायोजन का अकादमिक विकास पर सकारात्मक सह-सम्बन्ध पाया गया और कुसमायोजन का नकारात्मक सह-सम्बन्ध पाया गया।

Development of Number Sense in Children in Early Years

Kanika Gogia, M.Ed. (PT) 2011-13

ABSTRACT

Researches on children's understanding of mathematics suggest that children develop number concepts in a progression. The process of formation of number concepts starts in early years when the children start to make sense of their surroundings. Studies have proved that non-verbal number sense is present in infants as at the preverbal stage, they are able to discriminate between two and three objects. When children enter school they bring in considerable number sense with them, even though there are individual differences in the same. This study is an attempt to trace the process of formation of number concepts in children in school. Children start with exploration which leads to the formation of specific mathematical concepts. According to the NCF 2005 the hierarchical nature of mathematics gets manifested at an early stage of mathematics learning. Succession is an important element in learning and development of mathematical concepts. Mathematical learning follows the same rule as the nature of mathematics. The mathematical concepts emerge in set sequence with the pre-concept being the foundation for the successive concept to be acquired. Children go through a series of milestones while developing their number concepts. They start from one step and build on to the next step on the basis of their learning at the first step. The study aims at identifying the milestones in the process of concept formation pertaining to numbers. This would shed some light on the ways in which sequencing related to numbers affects children during early childhood. This is an observation based study which draws its conclusion from the actions of children engaged in various problem solving situations. The result was a richer understanding of the term 'number sense'. It also led to revelations of how the learning of numbers consists of various milestones that the learners have to achieve in order to move ahead on the journey of understanding number.

Analysis of middle grade learners' understanding in multiplication and division of fractions

Manjeet Kumar, M.Ed. (PT) 2011-13

ABSTRACT

This dissertation investigated the understanding of middle grade learners about fractions' multiplication and division. Research was conducted in a Private School with 60 students of grade VII, situated in Delhi. The sampling technique was convenient sampling. The researcher tried to understand the gaps in the understanding of middle grade learners about fractions' multiplication and division. The pattern of common errors was to find out. The data was collected from a school which was a private school. The research tools used for data collection were questionnaire, semi-structured interview schedule for students. The data obtained from the observations, interviews and questionnaires were analyzed and categorized theme-wise and objective-wise to get an overall picture of students' understanding about fractions' multiplication and division. The qualitative and quantitative analysis of the tools and data revealed some interesting findings. Most of the students were confused between dividend and divisor. They interchanged the role of dividend and divisor. Most of them were in confusion that quotient is always a whole number. Some of them had the confusion between multiplication and division operation. Some of them were confused about the mixed fraction conversion into improper fraction. Most of the teachers do not clear the above mentioned confusions to middle grade learners; better classroom activities, home assignment and activity oriented techniques can help students to learn the concept of fractions' multiplication and division. It also came out from the analysis of data that students are not able to comprehend the questions properly and when reasoning concept came they were unable to think in a right direction. The researcher wanted to suggest teachers that they should involve more questions on reasoning based rather than just a simple calculation and procedural techniques.

A Study to Investigate English Lesson Planning at the Primary Level.

Mansi Sharma, M.Ed. (FT) 2012-13

ABSTRACT

The study aimed at investigating how in-service English language teachers, teaching at the Primary school level, plan their lessons. It also attempted to analyze the formats of English lesson plans being adapted in different schools. Data, for the study, was collected only from in-service English language teachers teaching classes, I-V. Moreover, data was collected only from a few schools in Delhi. For the purpose of the study, a blend of both quantitative and qualitative descriptive research methodology was adopted as design of the study. In order to understand how in-service English language teachers plan their lessons, the researcher developed a questionnaire. The questionnaire was based on 3 themes, i.e. Need and significance of lesson plans, format of English lesson plans and decisions influencing English lesson planning. This questionnaire was administered on a sample of N=60 teachers from 20 schools of Delhi. Out of these 20 schools, 10 were Private schools, while 10 were Government run schools. In order to analyze the formats of English lesson plans being used in different schools, the researcher obtained one English lesson plan each, from all the 20 schools. These 20 lesson plans were then, analyzed according to the analysis criterion developed by the researcher. Analysis of the questionnaires and lesson plan formats revealed that teachers of all the 20 schools, from where the data was collected, prepared lesson plans. The other implications of the study were that the teachers were allowed to modify the lesson plan as per the need of the learners, yet, there was a need for teachers to explore more technology based teaching aids, than only the textbooks for planning their lessons. The study only looked at the pre-active stage of lesson planning. Moreover, variations in lesson plans prepared by different teachers working in the same school could not be ascertained.

Exploring Factors Influencing Identity Development in Adolescent Girls with Visual Impairment

Meenakshi, M.Ed. (FT) 2012-13

ABSTRACT

The present research studies the factors affecting identity development in adolescent girls with visual impairment. The study aims at developing an understanding of the various factors that influence the development of a healthy or unhealthy identity in adolescent girls, including interpersonal relationships, socio-economic status, education, perceptions about visual impairment, and media and technology. It also develops insights into the use of integrative or disintegrative coping strategies by the girls and the influence of various factors, including age, culture, health, socio-economic conditions and self-concept on coping.

The study is based on interaction with adolescent girls in the age group of 13-16 years. Observations and interviews were conducted with thirty girls with visual impairment in association with National Association of Blind, Delhi. This was followed up with detailed interviews with three adolescent girls.

The purpose of observations was to capture the environment in which the adolescent girls live and interact. This helped to build the context in which an understanding of their life could be built. Through participant observations, an attempt was made to capture the NAB's environment, peer interactions, teacher-student interaction and their involvement in different cultural activities.

Through pilot interviews, a set of themes for understanding their sense of identity was developed. This included family, peers, school and community, socio-economic condition, self-concept, media and stereotypes.

Data was gathered in descriptive mode lending itself to qualitative analysis. The purpose of the study was not to arrive at generalisations but to develop a deeper understanding into the lives of the girls with visual impairment.

The study found that healthy relationships with the significant others is an important factor in developing a healthy identity in adolescent girls with visual impairment. However, most of the girls were not able to develop such relationships as they stayed in hostels and visited their parents only during vacations. Their friends at NAB were their closest confidantes. This was significantly evident in their personality and behaviour at NAB and at other places including their school. They appeared more confident, active and socially competent at NAB than at other places. Most of the girls weren't able to adjust with the people around them. The possible reasons were unsupportive and insensitive environment, associating them with stereotypes and in turn affecting their perceptions about the world and themselves.

The influence of school and socio-economic background was evident on their self concept and aspirations. A supportive school environment that recognised their potential was able to build better self concept. The girls also demanded a more accepting and less discriminating environment for positive psychological well being.

Critical Analysis of Multimedia Software in Science Education: A Case Study

Megha Kaushik, M.Ed. (PT) 2011-13

ABSTRACT

This research paper presents a qualitative study of use of multimedia software for science education in specific school of north Delhi. Focus is on the content of multimedia package (for the purpose of present study, focus was laid on only one chapter from class VII NCERT Science). It also tries to find the 'specific way' multimedia package was used in classroom teaching-learning process. The study was also designed to find the role of teachers in classrooms who are using Multimedia software for teaching in classrooms. It also studies whether multimedia software helps in classroom processes as per the objectives of Science education in NCF 2005. The researcher is neither endorsing nor criticising any of the software companies involved in production and spread of these 'packages'. The purpose is to critically examine this emerging technological facet of science education from the perspective of objectives of science education.

For this purpose a case study of a private school situated in North Delhi was done. Students from two sample classes of VII standard were interviewed and questionnaires were filled by 5 secondary science teachers. Researcher could not directly observe classroom process when smart class modules were being used in them as time of field study coincided with examinations in school.

Interactive Multimedia Software, also known as Digital Classrooms, are more engaging as compared to traditional chalk and talk method of science teaching, as they help learners visualise by providing coloured real life like pictures and videos. However, present case study reveals that in the selected sample classes, Interactive Multimedia Software was just replacing didactic mode of teaching. The content of smart class modules was conceptually enriching and could help learners visualize, which they might have not been able to while reading from the book or listening from teachers. Interactive Multimedia software engaged learners passively and could not provide opportunities for active involvement where learners could pursue their curiosity. The teachers have a significant role in Digital classrooms, as it is important for them to be able to make distinction when to use smart class modules and when to engage learners in activity based learning, according to the nature of science content to be taught. Moreover, smart class modules can be made interactive only by the teacher; otherwise it is just equivalent to an educational movie or power point presentation. For some teachers smart class modules serve as an escape from activities which need more time and efforts. The objectives of Science education as envisaged in NCF 2005 were not actually pursued in sample classes.

Government school Teacher's perception of the challenges in implementing CCE and Identification of the Model practices: Case studies

Monika Chaubey, M.Ed. (FT) 2012-13

ABSTRACT

The main objectives of this study were Identification of the challenges faced by the social science Teachers, analysis of these challenges in the context of theoretical guidelines of CCE and execution of CCE and to trace the model practices in implementing CCE. 60 teachers' from 25 schools were the part of this study. The tools used for this study were mainly the questionnaire and interview schedules. 40 respondents were taken for the Pilot study, test-retest reliability and validity were also part of the study. Case study was also a significant part of this study to reach the conclusion various statistical measures have been used in this study. The conclusions of this study were first, the Lack of the resources as one of the biggest challenge in front of the social science teachers to teach in the effective manner. Second, if the class strength is more that is not an issue, if no. of teachers are more for each class and resources are available. Common characteristics of the model practitioners found from the study are high motivation, good teaching experience and the good qualification. The suggestions for the future studies are: the same study in some other subject like science or English or Hindi, as on Mathematics a detailed work has already been done .The same study with class X can be done. The same study specific to any one school can be done. The same study solely taking care of the exemplary practices can be done. The same study specific to gender or education or teaching experience can be done.

A Comparative Study on Parental Attitude Regarding Education of Girls in some selected Schools of Greater Noida, U.P.

Neetisha Singh, M.Ed. (PT) 2011-13

ABSTRACT

This study is aimed to study attitude of parents of girls studying in Private all girls schools, Government all girls schools, Private co-ed schools, Government co-ed school Special all girls' school (Smt. Mayawati's plan for women's emancipation) and to compare the Parental attitude between these schools. Also, to study the status of girl education in U.P. (specifically, Greater Noida).

The sample selected is twenty parents from the five sampled schools (mentioned above), whose daughters are studying in class VIII. It was selected through random sampling for administration of self developed Attitude Scale. The quantitative data has been presented graphically through bar graphs. School visits were conducted, official site of U.P. government, and official initiatives were studied.

It was concluded from the study that there is a sharp distinction between attitude of parents of girls' schools (Private and Government) and co-educational schools (Private and Government) supporting the type of education they have opted for their daughters. The parents of government schools in comparison of private schools are more rigid in their attitude. The attitude of parents of the special girls' school identifies more with the coeducational schools rather than girls 'schools, reason could be that there is no option of coeducation in these schools.

Some educational implications of the study are that gender stereotyping in schools can be checked and curbed by encouraging students to choose subjects and activities on bases of their interest and talent, not on bases of gender. Teachers should be sensitized towards problems and needs of girls and they should make an effort to make a comfortable environment for girls. By promoting single sex schools and elite schools our education system itself is tending to increase social segregation. Co-education saves precious resources and reduces the financial burden on the government. These resources can be utilized to improve quality of education and development of other resources for education.

Study on the impact of school media club on children's learning.

Neha Rawat, M.Ed. (PT) 2011-13

ABSTRACT

Media has penetrated deep into our lives in general and children in particular and hence has enormous power to reconstruct the way we and young minds view the world, to shape our opinion and redefine our values. Media messages if consumed wisely can broaden our horizon and help us to understand and engage with the world in a better way. To investigate the impact of school media club on a sample of standard III students' Interpersonal Skills Development, critical thinking and logical reasoning skill development and students media competence. And to further study the impact of content based movies on children's academic achievement. The researcher and Media Club Instructor observed the media club students progress on (a) Interpersonal Skills (b) Critical Thinking Skills and Logical Reasoning skills and (c) Media Competence through rubrics prepared by the researcher. The observations were recorded every week on eight occasions spread over a period of two and half months. The rubric was used by the researcher and media club instructor individually to record their observations for inter-observer reliability. Using purposeful sampling, 40 students from Standard III made up the total sample of two groups namely an experimental and control group. The experimental group of students were taught through content based movie prepared by the media club students and the control group students were taught through traditional teaching methodology. The tools used for the study consisted of Observation schedule of a) Rubrics on students Interpersonal Skills Development, b) Rubrics on students' Critical thinking and logical reasoning Skills Development and c) Rubrics on students Media Competence Skills Development, together with Researcher's field notes, Observation schedule for the classroom interaction, Achievement test and Photographs. The content based movie was made using clips, photographs from the internet (you tube and others) to make a power point presentation using the cut outs, self-made write-ups for each slide by the media club students in their respective groups. "Windows Movie Maker" was used for movie making to edit the clip, and to add animated effects and timing for each slide. The voice –over was done by the students only as a skill learnt during media club. The content based movies were made in the English language, easy and comprehensible vocabulary was used keeping in mind the age group of students. The content of the teaching –learning material was woven around the selected theme by keeping in mind content of textbook information. For data analysis - both quantitative and qualitative tools were used. The findings point out to the integral role of media in the lives of children and chances it provides to analyse modern means of communication and utilise them as a resource in their learning and further application of their learning to daily life experiences by becoming a wise consumers of media.

Representation of Females in Class 10th NCERT English Language Textbooks

Nidhi Parihar, M.Ed. (FT) 2012-13

ABSTRACT

Textbooks are one of the most frequently used educational tools in the teaching learning process taking place in our schools. Their significance lies in the fact that these school textbooks pass on paramount knowledge to the younger generation as a resultant of which, the students experience great exposure to them. Thus, care should be taken with respect to any kind of bias or possible vicious elements that might creep into them. One such element happens to be that of sexism.

This particular dissertation is a gender study of government sponsored English language textbooks, used in the various CBSE affiliated government schools in India. The reason behind choosing the English textbooks prescribed specifically in government schools being that about 80% of the nation's children avail the facilities of these schools. With majority of the nation's young ones relying on the government schools for their education, it naturally becomes a matter of great significance to explore and understand the ideology propagated by these textbooks. Further, this dissertation would by throwing light on certain processes like that of socialization try to establish the relationship between societal values and textbook creation. It would present before us a picture of textbooks as strong agents of socialization that work to maintain the status quo.

This work would be centred on the analysis of the two English language textbooks, *First Flight* and *Footprints without feet* strictly from a feminist research perspective. In order to do that, several parameters would be charted out in the study through which the efforts made towards the upkeep of gender neutrality would be gauged. Another thing that's of supreme importance is that, these parameters would be analyzed both qualitatively and quantitatively in order to bring in as much reliability as possible.

This dissertation would hence, be an attempt to uncover as many aspects of sexism existing in the books as possible.

Understanding of Environmental Studies as a Subject by Primary School Teachers and its Impact on the Pedagogic Practices

Nupur Handa, M.Ed. (FT) 2012-13

ABSTRACT

With time, the need for safeguarding the environment is widening all over the globe. The prime need to combat the evils harming one's environment can be accomplished through nurturing the young minds with the study of environment from very early, to implant in them the attitudes and skills relating to the betterment of the environment. This would only be worthwhile if the primary school teachers equip themselves with appropriate understanding of the nature of the discipline in order to deal with it at the pedagogical level. It is often identified in the Indian School scenario that teachers are not in frame with the integration of the EVS curriculum at primary level and they carry certain misconceptions regarding the same, which in turn adversely affects their methodology of teaching. In regards to the above highlighted issue, this study attempts to explore the understanding of teachers with respect to the nature of EVS and analysis its impact on the teaching-learning practices.

The research includes a sample of 25 primary school teachers, selected from different schools in Delhi. The researcher by administering the tools; a questionnaire and an interview, gathers data and analysis it to build a deeper understanding on the issue. Phase I pertains to analysing the questionnaire, followed by phase II in which the researcher attempts to develop in-depth profiles of selected teachers from the sample at hand.

The findings of the study reveal that the factors affecting the pedagogic practices of teachers' are rooted in the understanding they possess for the subject of EVS. Another finding of the study indicates that the teachers with science as subject background are more competent in teaching EVS in primary grades than the teachers having language or other subjects as their subject background. Based on the data gathered the researcher asserts that, majority of the teaching-learning has been shifted towards promoting hands-on-activities, in accordance to the objectives of the NCF (2005), leaving only a few exceptions behind who still believe in practising the traditional methodology of teaching, precisely by using lecture method. Also the problems faced by teachers with regards to the teaching of EVS in primary grades are contextual and vary with the school type that one is dealing with. The researcher is therefore in a position to conclude that, without well-equipped teachers having adequate understanding, knowledge and strategies for teaching EVS there can be no successful environmental education in primary schools.

Peer-Interpersonal Relationship among Tribal and Non-Tribal Children in Elementary School: A Case Study of Kullu, Himachal Pradesh

Poonam Sharma, M.Ed. (FT) 2012-13

ABSTRACT

A field based study, in the Kullu district of Himachal Pradesh, using a multidisciplinary approach to focus on the nature of relationships in the context of elementary school children from tribal and non tribal backgrounds and whether differences between backgrounds of the children have an impact on the formation and nature of their interpersonal interaction and relationships. To examine the verbal and non-verbal aspects of interaction including children's body language and positioning and how the children relate to and use space and objects 3 weeks were spent observing children aged six to thirteen years enrolled in the elementary level classroom of government and non-government schools. Along with observation, an interview schedule for teachers, and focused group discussions explored strategies that children use as they interact with their peers, and helped capture various 'naturally occurring' episodes of interaction. The findings indicate the presence of a complex reality within the classroom involving tribal and non-tribal children marked by social inequality and cultural diversity creating a large number of issues and problems that affect the nature of interaction among the tribal and non tribal children. Glaringly, State policies and positive discrimination drafted for the tribal children with the ideology of uplifting their socio-economic status and dignity and to bring about integration and equality, instead is drawing negativity and competition within the tribal and non tribal children. The reservation policy and "quota" for tribal children appears to facilitate the drifting apart of the two groups. Of growing concern is the need to address the nature of interaction among the children, with age glides away from the positive towards a negative peer relation and rejection interaction.

To study the school life experiences of children with special needs in an inclusive set up

Preeti Choudahry, M.Ed. (PT) 2011-13

ABSTRACT

This dissertation explored the school life experiences of children with special needs in an inclusive set up and their perceptions about school, teachers, peers and their own self. The sample school and sample student were selected through purposive and convenience sampling. The sample comprised of four children with special needs, and their class- teachers and special educators. The research tools used for data collection were questionnaire designed for children, Researcher's Diary, and Semi-Structured interview schedule designed for children and teachers. The data obtained from all the sources was analyzed and categorized theme-wise which emerged as the objectives of the present study to get an overall picture of school experiences of children with special needs. The qualitative analysis of the tools and other sources of data revealed some interesting findings. All of them feel good being in school but for different reasons. It is found that children with special needs were not treated as different but their special needs are taken care to a large extent and all of them feel good being in school as they had positive experience. The perceptions of children with special needs about teachers were as helpful, supportive and friend as they shared positive relationship with teachers. The findings also indicate that the present set up in the school and positive impact on children's perception about themselves. However, the perceptions about peers were found to be different in the present study which indicates that teachers or other significant adults should play a mediating role and use promoting acceptance as strategy with the effective involvement of parents. Towards the end, the study discussed some educational implications and directions for future research with regard to the inclusive education.

उच्च प्राथमिक स्तर पर सामाजिक विज्ञान विषय में समाचारपत्रों की भूमिका का विश्लेषण

पुजा नागर, एम.एड. (पूर्णकालिक) 2012-13

सार-संक्षेप

यह शोध कार्य शिक्षा के क्षेत्रा में समाचारपत्रों की भूमिका को समझने और विश्लेषित करने की दिशा में प्रयास है। इस शोध कार्य का उद्देश्य सामाजिक विज्ञान विषय में समाचारपत्रों की भूमिका विश्लेषण करना है। समाचारपत्रों को एक महत्वपूर्ण स्रोत मानते हुए इनकी महत्वता और सीमाओं का विश्लेषण करना भी शोध कार्य के उद्देश्यों में निहित है।

इस शोध कार्य को उच्च प्राथमिक स्तर पर आठवीं कक्षा की पाठ्यपुस्तक के संदर्भ में किया गया है। जिसके लिए सामाजिक विज्ञान के अंतर्गत आने वाली सामाजिक और राजनीतिक जीवन पाठ्यपुस्तक की विषयवस्तु को लिया गया है। पाठ्यपुस्तक की अंतर्वस्तु का समाचारपत्रीय दृष्टिकोण से विश्लेषण किया गया है। विश्लेषण वेफ लिए आँकड़ों के स्थान पर समाचारपत्रों की कतरनों को लिया गया है। प्रतिदर्श के रूप में हिन्दी के दैनिक समाचारपत्र 'हिन्दुस्तान' और अंग्रेजी के दैनिक समाचारपत्र 'द हिंदू' को लिया गया है। समाचारपत्रों की अवधि 'दिसम्बर 2012' के अंको को तय किया गया है।

विश्लेषण कार्य पाठ्यपुस्तक की संपूर्ण विषयवस्तु का समाचारपत्रीय संदर्भ में किया गया है। समाचारपत्रों का निर्धारण उनके शैक्षिक महत्व के मद्देनजर किया गया है।

शोध कार्य में जो बातें उभरकर आई उनमें सबसे अहम यह रही कि निश्चित तौर पर समाचारपत्रों का महत्वपूर्ण स्थान है। विषयवस्तु को व्यावहारिक और प्रासंगिक बनाने में समाचारपत्र पूर्णतः सार्थक है। समाचारपत्रों का प्रयोग शिक्षण-अधिगम प्रक्रिया को रोचक, उत्साहपूर्ण और जीवंत बनाने के लिए किया जा सकता है। एक अन्य महत्वपूर्ण निष्कर्ष यह भी निकला कि समाचारपत्रों की भी अपनी सीमितता है। समस्त विषयवस्तु को केवल समाचारपत्र को स्रोत बनाकर नहीं पढ़ाया जा सकता। साथ ही समाचारपत्रों का निर्धारण कापफी ध्यानपूर्वक किया जाना चाहिए। समाचारपत्रों का निर्धारण विषयवस्तु की प्रकृति के अनुसार किया जाना बहुत आवश्यक है।

Science Education as Career Choice in Government Schools: Students' Predicament

Rajeev Ranjan Singh, M.Ed. (FT) 2012-13

ABSTRACT

The roadway to excellence in any society is measured by its scientific manpower. India also followed the same path towards excellence by improving the science education through integration of policies and practice. The government schools, by and large, are the major agency of imparting education to populace. The majority of learners in government school belong to diverse socioeconomic background, majorly of Low SES. The study taken herein focuses on the factors that influence the career aspiration of secondary level learners in government school. Although, many of the learners have strong aspiration towards career in science, yet the culmination of aspiration into reality is grim. The objective of the study is to carry in-depth study of learners in governments' secondary school to find out their concept of career choice in science education along with factors influencing their choices in either ways. The low social mobility of such group of people is suggestive of a dilemma that learners face regarding choice of career in science. The method used in the study is mixed. The tool used in study is questionnaire and interview. The sample is selected in two stages, and analyzed using quantification and deriving commonsense theme to suite the objective of study. The study indicated that the impediments in realization of career aspirations are manifold, including dearth of resources for science education in particular along with the low socioeconomic background and feeble support system around the learners. The implications of such interaction is curtailed social mobility of learners and pushing out of the aspirations of learners with interest in science into different channels, which may not be true utilization of potential .

Key words: Career aspiration, Career choice, Science education, Social mobility.

An Examination of Right to Education as Human Right

Rajni Choudhary, M.Ed. (FT) 2012-13

ABSTRACT

The present research study aimed to examine Right to Education (RTE) as a human right. It examines the gaps and complementary relations between education as a right and education as a human right. Right to Education has been recognized in the Universal declaration of Human Rights by the United Nations in 1948. In India, right to education has been recognized as a fundamental right with the insertion of Article-21(a) in the constitution in 2002 which came into effect on 1 April, 2010. RTE ensures legally, the right to free and compulsory elementary education to all children till the age of 6 to 14 years. RTE provides a key to unlock all other rights. It has become an obligation of the government authorities to ensure free and compulsory education, but it seems very difficult to ensure because there are serious challenges like child marriage and child labour in front of RTE. A large section of children have been living under the exploitation, violence and abuse. The practices of child marriage and child labour obstruct the many thousands of children from attending schools. This denies children the right to development, right to survival and right to education and clearly violates the human rights of children.

The finding of study shows that there are gaps and differences between RTE and education as a human right. RTE has to ensure the education for every child because in reality there are a vast number of children yet to be brought under the RTE. Right to education as human right must also ensure the inherent dignity of every child, exploitation-free environment and social security to which they are entitled as human beings. RTE has a long way to cover for realizing education as a human right.

Key words: Right to Education, Human Rights, Child labour, Child marriage

To study the engagement of children with learning difficulties with the concept of fractions

Ranjana, M.Ed. (PT) 2011-13

ABSTRACT

This dissertation explored the engagement of 'children with learning difficulties' with the tasks developed related to the concept of 'fractions', to understand the difficulties faced by them in learning fractions as well as the possible reasons of those difficulties. The data was collected from a sample of five children who were identified as having learning difficulties on the basis of assessments taken by the specialist in collaboration with their school. The research tools used for data collection were questionnaire, worksheets on fractions and researcher's diary. The data obtained from the questionnaire, worksheets and researcher's diary was analyzed and categorized into different sub concepts of 'fractions' arranging them from simple to complex processes and represented child wise. Then an overall analysis was done by finding the patterns of difficulties. The qualitative analysis of the tools and other sources of data revealed some interesting findings. All the 'children with learning difficulties' were found to have language learning difficulties, therefore they were unable to understand the situations/word problems and instructions of the problems but at the same time the question which were devoid of context were found difficult by these children as to understand and manipulate with symbols of fractions is another difficulty they were facing. One on the major findings was that the limited understanding of the other concepts like-area (equal partitioning in area model), division as equal grouping were acted as obstacle in learning 'fractions'. The whole number concept grasped by children dominated, the understanding of 'fractions'. Interestingly, the feelings of Children with learning difficulties towards mathematics did not correlate with their performance in the given task but the students having positive feelings were found to engage better with the task as well as with the researcher.

Exploration into the aspirations of girl students and the role of socialization

Rani Panchal, M.Ed. (PT) 2011-13

ABSTRACT

There are various factors that can potentially influence the education of a girl child. These factors may be economic, social and historical in nature. All these factors may be responsible for gender discrimination with respect to education. This study attempts to tap down all these factors in order to develop an understanding of the subtle impact that they have on the girl students. It has been the attempt of the researcher to come out with more minute observations in girl students' life from the lens of the process of socialization. The methodology used for the purpose was of qualitative nature where questionnaire and interview schedule were used as tools of data collection. Thematic content analysis was used as a technique to analyze the data. Results of the study were indicators of the various factors ranging from cultural to individual level that were contributing in the decision making process of girl students with regard to their higher education and career.

Thus The minute observations by the research study would be helpful to look at the incidences and encounters in the life of girl students more critically than usual. It would be the very first step towards accepting a critical approach to break down the barriers based on inequalities with respect to rights such as Education and work.

Cartoons and Curriculum: Concept, Contestations and Challenges

Rekha, M.Ed (FT) 2012-13

ABSTRACT

The cartoon controversy 2012' revealed the perception of various stakeholders in curriculum. The only voice that left unheard is of students who eventually is going to study using those textbooks. And simply the teachers who actually integrate that in the teaching learning process. The above research study tries to explore and give description of the perception of students of XI Std. political science, and various school teachers. The above study gain its relevance on getting inside the Blackbox that is the classroom – analyzing the stance of both teachers and students to have a comprehensive understanding of implications of the policy decisions. As the statement of problem suggests “Cartoons and Curriculum : Concept, Contestations and Challenges”. It actually tries to explore the understanding of students of cartoons the representations associated. How the art has evolved and came into being? It attempts to understand the various uses of cartoons especially considering pedagogic use. It slowly tries to make a comprehensive outlook towards the pedagogic use of cartoons with the nature and scope of political science. The attempt is also made to reflect the scope of cartoons in teacher training institutions whether institution provide training to the teachers in handling cartoon or not.

Theoretical linkages have been drawn from progressive school of thought, constructivism, critical thinking – Paulo Friere, M. Apple, Basel Bernstein. Review of literature is done continuously to keep a record of the situation. The methodology adopted was of phenomenology – phenomenon here – cartoon controversy 2012. Participants are XI std. students and teachers who reflect and present their views over it. Sampling done is purposive random sampling. Tools adopted were – open ended questionnaire for both students and teachers. The study is delimited to XI std. students and teachers. The analysis of the recorded content was ‘thick’ and qualitative in nature. Several parameter have been enlisted and the data was analyzed on that basis.

The above study revealed several findings like stereotypical images of politicians have been prevailing in the classroom. neutrality' is diminishing. Student are reflecting on the issues. However it was found that students are facing difficulty in articulating their ideas. It gives glimpse of the educational system that is prevailing. Where students are encouraged to learn by rote what is 'ought to know' and not encouraged to share their views. Similarly it has been found that only B.EL. Ed. Is the programme that went to provide training in handling visual aids specifically. Rest of them does not provide any formal training. The need felt is that training is necessary if we really want to implement guidelines of NCF 2005.

The Biological and Cultural Bases of Human Cognition

Rekha Bhaskar, M. Ed. (PT) 2011-13

ABSTRACT

What makes Human Cognition so unique? This is the question that I ponder on seeking answer to in this dissertation. I choose to write it in the form of a long essay where I compile together the conceptual frameworks which help us understand what makes human cognition so different from even our nearest primate relative, the great apes with which we share approx. 99% of our genetic material. Concentrating on the work of the developmental psychologist Michael Tomasello, I introduce to the field of education the concepts of joint attention, joint goal and shared intentionality which help us to answer the question put forth in the beginning. Tomasello's arguments are well supported with empirical evidences (done on great apes and human children) and pose an important challenge to the assumptions and findings of some of the very important developmental psychologists, behaviourists, psychoanalysts as well as some philosophers. Bringing together the concepts of emulation learning, imitative learning, ontogenetic ritualization and active instruction; the theory of Cumulative Cultural Evolution is explained, thus showing how imitative learning and active instruction acts as the main phenomenon which drives cultural evolution forward. Keeping the basic theme of shared intentional as the driving force all the necessary themes like human collaboration, altruism and communication have been explained along with empirical evidences and conclusions. The shared intentionality is one small change inside human which has given us biological adaptation to learn and create culture and to lead a cooperative, collaborative life with skills and motivations for helping, sharing and informing. This has lead to the development of all social institutions and mind boggling development in humans. In this dissertation I have tried explaining how biology and culture goes hand in hand defining why an isolated human child in a desert will be cognitively similar to our great apes even though he/she does not have any biological deficit; and how an autistic child in the middle of culture is not able to participate in culture because of biological deficit. Depicting human being as having an internal disposition for altruistic nature, Tomasello is thus creating an optimistic, positive man in front of us thus moving away from Freud and Hobbes and coming towards Roger and Rousseau. Tomasello criticises some views of Piaget and Chomsky as well. He criticises Piaget by saying that the child understands existence of independent object even without manipulation and against Chomsky he goes by saying that linguistic aspects are not innate but culturally made by using certain already existing biological adaptation. Thus in this dissertation I try to trace out the theme of shared intentionality which acts as a main unique feature that human beings has biologically inherited to participate in culture.

A Study on the Impact of the Mother Tongue on Spoken English in a Government School in the NCR Region of Delhi

Shruti Pal, M.Ed. (FT) 2012-13

ABSTRACT

This dissertation tries to explore a less researched aspect of Indian language teaching – Pronunciation. The research aims at finding out how the sounds of Second Language get influenced by the sounds of the Mother Tongue. The research also provides activity suggestions, devised by the researcher, in order to reduce the effect of Mother Tongue on Second Language pronunciation.

The dissertation first talks about how the sounds systems of two languages (English and Hindi in this case) are different and how these differences cause problem in acquisition of second language sound system. By mapping the sound systems of English and Hindi and by comparing the phonology of the two languages, the researcher first determined the probable problems of English pronunciation, that second language speaker of English, might face. Once the problem areas had been identified, they were tested for evidence by taking an oral pre-test comprising of words and paragraph reading. The fricatives of English and plural markers were identified as the major problem areas for speakers of Hindi and these areas were selected for intervention. The researcher created 50 activities to help learners improve pronunciation skill. These activities pertained to the specific problems in question. 5 activities were selected and modified to suit the class dynamics of the sample group and an intervention of 300 minutes was provided. A post-test was conducted on the lines of the pre-test. The same tool as used in the pre-test was used for the post test and a contrastive analysis of the results of the two tests was done in order to find out the probable differences caused by the intervention. The analysis showed that certain sounds, such as, /s/ initial, /z/ initial, /Z/ medial, /z/ medial, /Σ/ final and /z/ final showed improvement. The results were constant at /Σ/ initial, /k/ initial, /s□t/ initial, /Z/ medial and /Σ/ medial positions and showed a regress in /s/ initial and /z/ final positions. The study showed an improvement in the sample group's English pronunciation.

The influence of mother tongue on the second language pronunciation skill varies with the kind of sound systems the two languages have and the age of language learning. The study shows that the mother tongue influence on second language pronunciation skill can be reduced by using suitable strategy in the classroom.

A study of ability grouping at primary level: Case of a private school

Shuchita Mahajan, M.Ed (PT) 2011-13

ABSTRACT

This research investigated the effects of ability grouping at primary level in a private school. The school was earlier following mixed ability approach. It was from the current academic session that it shifted to the practice of ability grouping i.e. dividing the students into high ability and low ability groups based on their last year's academic performance. The effects were studied at 2 levels; 1) Effects on the academic performances of students after ability grouping. 2) Effects on the overall behaviour of students after ability grouping. The researcher tried to find out which approach of grouping would work best for the students at primary level-mixed ability approach or ability grouping. For the above purpose last year's academic scores were compared with the current year's scores for both the groups. Comparison was also made between the overall behaviour of students of both groups as observed by the teachers. The study was quantitative, qualitative and descriptive in nature. The participants of the study comprised of 57 students of low ability group, 55 students of high ability group and 7 teachers teaching both these groups. The data was collected by using academic records of students, developing rating scales and conducting informal conversations with the teachers. The findings revealed that there was no significant improvement in the academic performance of both the groups after grouping. It was also found out that grouping created vast differences in the overall behaviour of students in both groups. The students in the low ability group were adversely affected. A lot of disciplinary and behavioural problems cropped up which affected the learning environment of the class. On the basis of the above two findings, it was concluded that mixed ability approach was better suited at primary level, as it increased the chances of low ability learners to observe, interact and learn from high ability learners, various aspects of classroom behaviour which helped in developing a healthy learning environment. Towards the end, the study discussed some educational implications and directions for further research with regard to the effectiveness of ability grouping at primary level.

Study of Physics Laboratories in Delhi With Respect to their Planning And Organisation

Sushma Chauhan, M.Ed. (FT) 2012-13

ABSTRACT

The dissertation is an "EVALUATIVE STUDY". it relates to study of physics labs in Delhi wrt their planning and organisation. In this researcher has to study the planning and organisation of physics labs in different schools. For this study researcher has chosen three types of school i.e. Government, government aided and private schools. Researcher wants to find out the planning and organisation of lab in schools. Main objective of research is to study the planning and organisation of physics labs in view of laid out plan norms prescribed by C.B.S.E. norms and laid down in text books. Main delimitation of this study is that it is done only on physics labs at senior secondary classes in six schools only as a sample two government, two aided and two private schools.

Thus with the help of questionnaires, interviews, and observations of labs helps a researcher to analyse and interpreted the planning and organisation of labs. With the help of questionnaire researcher is able to draw some conclusion related to their planning and organisation under the seven norms category. These are location, space, Facilities. furniture, safety measure ,organisation and maintenance and stoking of materials. By analysis all items, observations and interviews data researcher get findings that in private and aided school planning and organisation according to C.B.S.E. norms and norms laid down by text books in different norms categories but there are some where scope of improvement is there. These are in stocking of apparatus and organisation. On other in govt. school situation need improvement in space ,safety measure, stocking of apparatus and organisation and maintenance and in overall form private and aided schools follow C.B.S.E. norms for lab organisation and planning where as in govt. schools the lab planning is not according to C.B.S.E. norms.

It is just a small study on small sample of six schools so we cannot generalise it from this study but result findings in this way.

The standard of facilities and organisation of work can operate as limiting condition on physics teaching and learning absence of which precludes the inclusion of certain activities. Well-equipped and designed laboratory can facilitate the attainment of goals of physics teaching. Activities in laboratory involve several apparatus of varying nature which if not properly kept and maintained can cause serious hazards. Hence well-equipped and properly design laboratory is not good for teaching learning process but also from the point of view of learner's health.

A Study of Adolescents' Engagement with Reality Shows on Television

Swati Sharma, M.Ed. (FT) 2012-13

ABSTRACT

Media plays a significant role in our lives. In particular, television as a tool of media has a tremendous influence on adolescents. Reality shows have become a very vital part of television. Viewers appreciate them for both the element of drama that they offer and also their realism that the viewers are able to relate to. Reality shows are often viewed as being realistic because of their emphasis on the everyday happenings of life and their depictions of the middle class. In view of the popularity of reality shows among viewers, the present study – A Study of Adolescents Engagement with Reality Shows on Television, was undertaken to ascertain adolescents' perception about reality television shows and their likes and dislikes. The study built its conceptual framework through theories and research studies based on identity development and modelling during adolescence.

The present study was conducted in two phases. The purpose of the first phase was to tap students' television viewing habits, specifically with reference to reality shows. Further, students' engagement with the shows and the impact of reality shows on them were also addressed. A questionnaire on reality television shows was developed and distributed to eighty (80) adolescent students of one government school and one private school in Delhi. The students were from classes nine and eleven.

The second phase attempted to address the views of teachers about reality shows. Since teachers spend a considerable time in close association with the students, it was hoped that they would be able to provide insights about the patterns of influence of reality shows on students' behaviours and attitudes. In order to tap the views of the teachers, in-depth, structured interviews were conducted with ten teachers, teaching in both Government and Private schools.

An analysis of the data gathered from students and teachers showed that reality shows play a significant role in the lives of the students. Although the students reported that they enjoy watching reality shows, but, they were not uncritical towards them. They are selective about the shows that they follow and question their honesty and authenticity.

Most of the teachers believed that reality shows have both positive and negative influences on the students. They also presented the view that some of the shows provided opportunities to students and enhanced their learning.

Integration of ICT in B.Ed. Programme: Perceptions of Teacher-educators and Student-teachers

Taruna, M.Ed. (FT) 2012-13

ABSTRACT

The use of Information and Communication Technology (ICT) in teacher education programs is gaining momentum and interest throughout the world. The role of the teacher is changing so fast that no amount of pre- service or in-service teacher education can probably cope with the expectations of the society. The teacher needs to be conceived as a 'change agent' and not as a mere transmitter of knowledge and culture. For all-round development of the student teachers, we need dissemination of information and effective communication, therefore, ICTs integration into teacher education is very significant in the modern age. Therefore, the present study was concerned to see the integration process of ICT during the preparation process of student-teachers. ICT is being accorded increasing importance within the school curriculum. Not only does it support teaching and learning within other curriculum subjects, but it is also a subject in its own right. ICT tools enable pupil to access, share, analyze and present information gained from a variety of sources and in many different ways. A teacher, being a pivot in the process of teaching-learning, the knowledge of ICT and skills to use ICT in teaching-learning has gained immense importance for today's teacher. The present study investigated the perceptions of teacher-educators and student-teachers regarding the integration of ICT in B.Ed. programmes. The objectives of the study were to find out the infrastructural facilities in the colleges, level of integration, perceptions of ICT coordinators, teacher-educators and student-teachers regarding integration of ICT and various barriers involved in the effective integration of ICT. The study was delimited to B.Ed. programme conducted under the colleges affiliated to Guru Gobind Singh Indraprastha University, in Delhi region because they have 'ICT mediated education' as a core paper in their curriculum. The sample was drawn from seven colleges, in which convenient sampling was done. The sample consisted of 8 ICT coordinators, 30 teacher-educators and 300 student-teachers. Questionnaire, rating scale and interview were used as tools for data collection. Data analysis was done by reducing the total number of respondents to each item in percentages and thus the inferences were drawn. Major findings came out that most of the participants perceived integration of ICT as a good initiative. There was positive attitude and everybody looked forward towards ICT as an upcoming tool for effective teaching and make learning better. The infrastructural facilities were satisfactory, but still there was a scope for improvement in the provisions, in order to match the technological advancements taking place in other sectors of life. Though there were various problems such as heterogeneity of groups in the classroom, facilities available, paucity of time and so on. However, there was a greater scope of ICT in education and therefore, guided efforts should be made for improvement and better utilization of such an upcoming resource.

A Study of the English Language Curriculum for Secondary Schools in Namibia

Valistinus Shaningwa Ashipala, M.Ed. (FT) 2012-13

ABSTRACT

This study aimed to investigate the perceptions and opinions of the Namibian English teachers about the English curriculum of Secondary Schools and how it is implemented. The major areas of investigation were the teachers' perceptions of the curriculum goals and content, instructional strategies, and the problems encountered during the curriculum implementation. Through a questionnaire for teachers, the data collected were from 56 teachers and randomly selected from 18 schools in 13 regions of Namibia.

The results revealed that the implementation process of the English language curriculum showed differences in relation to the facilities of schools and classrooms, teacher characteristics and perceptions. The majority of the curriculum goals were attained at a moderate level and there were some problems with the selection and ordering of curriculum content. ESL books and contents were stated as the most sources of the problems for unachieved ESL curriculum aims, goals and objectives at the secondary school level in Namibia. The main problems encountered in the implementation process resulted from the lack of materials and resources, the learners, the classroom environment and the curriculum. These problems influenced the attainment of goals and classroom practices. Teachers' perceptions of curriculum goals and content differed in relation to teaching experience and educational background.

Student Perceptions of Democracy

Vani Gupta, M.Ed. (PT) 2011-13

ABSTRACT

Democracy has surely evolved; perceptions about democracy have also evolved from historic times to the present. The ripples of this evolution can be felt in the discipline of education. Armed with this understanding, the researcher undertakes the research on *Student Perceptions of Democracy*. As a teacher of Political Science, the researcher noticed that students seemed to have developed a critical outlook through the learning of 'Democratic Politics' post- NCF, 2005. The nature of classroom conversation and students' questions changed. It was clear that students had come to some understanding of democracy. This is the main reason for the researcher's decision to undertake research into children's understanding of the construct of democracy.

The chief aim of this research was to examine the understanding of the construct of Democracy among secondary school students after having studied it through formal schooling over two years. On the basis of present study, it could be concluded that students' perceptions of democracy is not limited to a narrow definition of it as a political construct. The study showed that students know the significance of free, fair and timely elections as the bedrock of political democracy. They seemed to be aware of the fact that an elected government has to be accountable for good governance in the country. Students appear to come to an understanding that political democracy provides the minimal conditions for democracy. More importantly, the study reveals that students have an understanding of the various social dimensions of democracy. The provision of Rights and equality emerged as a recurrent theme in the students' responses. This comprehension, thus, comes not only through the learning of facts from textbooks but from a deeper understanding drawing from personal experiences as indicated in their responses to given situations of conflict. Interestingly, this understanding is not only for a matter of personal gains. Students have talked extensively, not only of individual rights but social and community rights also. The students seemed to have an understanding of the significance of the dignity of citizens and the principle of the acceptance of diversity in a democratic state. Students seem to understand that the provision of rights in the constitution is meaningless without the provision of conditions for their implementation. These responses also indicate that in a democracy one cannot have absolute rights. Students were able to translate their understanding of democracy to complex concrete real-life situations. It is also evident that the students could not understand the situation from point of view of minority communities such as tribals and dalits. Their understanding is therefore evolving and is likely to mature as they grow and develop. Students are not able to apply their understanding of many democratic principles together in one incident or setting. Contemporary events around, in the institution they are associated with and in society and nation at large appear to play a significant role in shaping students' ideas of democracy. Students' perception of democracy is however not independent; it seems to be influenced by the culture of obedience and conformity expected of them in respecting elders' decisions in the family.

Study of the Social Adjustment of Adolescents with Visual Impairment Studying in Exclusive and Inclusive Settings – A Comparison

Vikramjeet, M.Ed. (FT) 2012-13

ABSTRACT

The present research study, au fond, was aimed to examine the adjustment level of school going adolescent boys and girls with visual impairment. In this study social adjustment is the dependent variable. The factors like economic status, school infrastructure, gender, congenital and acquired blindness, co-morbidity served the role of independent variables in this study.

This study compared the level and extent to which adolescents with visual impairment studying in exclusive and inclusive settings are socially, emotionally and educationally adjusted and whether there exists gender difference (if any) in the level of social adjustment of the students.

The study was completed on a sample of 55 school going adolescents in the Delhi NCR region. 45 students were taken from inclusive and exclusive settings (15 boys each from inclusive and exclusive settings; 15 girls from inclusive settings) for the purpose of questionnaire. Asunder from this 10 girls from inclusive settings were taken for a structured interview. Self-constructed Adjustment Inventory was used, by which, social, emotional and educational- three adjustment areas were measured.

The data obtained from the interviews and questionnaires was categorized theme-wise and objective-wise to get an overall picture of adolescent's adjustment. Researcher has used mean, standard deviation and t-tests at 5% level of significance, for statistical analysis and interpretation of the data.

The results showed that: There exists a significant difference among all the three areas of adjustment between visually impaired boys of inclusive and special school settings. There exists a significant difference among social and emotional areas of adjustment between visually impaired boys and visually impaired girls of inclusive school settings while there is no significant difference in area of educational adjustment. There exists a significant difference among area of emotional adjustment between visually impaired boys in special school and visually impaired girls in inclusive school settings while there is no significant difference in areas of educational and social adjustment.

Key Words: Social Adjustment, Visually Impaired, Inclusive Settings, Exclusive Settings, Adolescent,

शिक्षा के अधिकार में आयु के आधार पर विद्यालय में प्रवेश व कक्षा में समायोजन हेतु विशेष प्रशिक्षण के प्रावधानों का अध्ययन

विक्रांत, एम.एड. (पूर्णकालिक) 2012-13

सार-संक्षेप

प्रस्तुत शोध में 'शिक्षा के अधिकार' के प्रावधानों व उनकी व्यवहारिकता का अध्ययन किया गया है। जिसके अंदर मुख्यतः स्कूल से बाहर रहने वाले बालकों का आयु उपयुक्त कक्षा में प्रवेश व उनको कक्षा में समायोजन हेतु मिलने वाले विशेष प्रशिक्षण का धरातलीय अध्ययन का प्रयास किया गया। इस शोध में शोधार्थी ने पाया कि शिक्षा के अधिकार से व्यवहारिक तौर पर सिर्फ बालकों का नामांकन में वृद्धि हुई है। नामांकन के पश्चात् बालकों को कक्षा में अधिगम संबंधी समस्याओं का सामना करना पड़ता है और उन समस्याओं के निवारण के लिए 'विशेष प्रशिक्षण' का सिर्फ नाम मात्र का प्रावधान दिया गया है। शोधार्थी ने अपने शोध में यह पाया कि दिल्ली राज्य के पश्चिमी जिला में केवल 5 ही विशेष प्रशिक्षण केन्द्र कार्यरत जो कुल 200 छात्रों को विशेष प्रशिक्षण प्रदान कर रहे हैं जबकि हालात यह हैं कि प्रत्येक विद्यालय में किसी न किसी स्तर पर आयु वेफ आधार पर कक्षा में प्रवेश लेने वाले बालक हैं लेकिन उनको विशेष प्रशिक्षण प्राप्त नहीं हो रहा है क्योंकि दिल्ली राज्य वेफ मॉडल नियम में सिर्फ उन ही छात्रों को विशेष प्रशिक्षण प्रदान किया जाएगा जो कहीं भी नामांकित नहीं हैं और उन बालकों की पहचान भी प्रधानाचार्य सर्वे वेफ माध्यम से करेंगे जबकि शिक्षा वेफ अधिकार अधिनियम 2009 में यह प्रावधान है कि ऐसे छात्रों को पहले कक्षा में प्रवेश दिया जायेगा उसवेफ पश्चात् ऐसे छात्रों को कक्षा में समायोजन के लिए विद्यालय विशेष प्रशिक्षण की व्यवस्था करेगा जो कि तर्कसंगत है।

In-Service Education of Panchayat Teachers in Bihar: An In-depth Study

Chandan Shrivastava, M.Phil. (FT) 2010-2012

ABSTRACT

This study is focused on the Panchayat teachers in Bihar. Since the formal appointment of teachers in rural schools is made by the Panchayat, therefore they are known as 'Panchayat Teachers' in Bihar. The Panchayat teachers in Bihar generally attend a series of in-service education programmes after entering the profession because of their under-qualified status. The professional education programmes are designed to provide certain preplanned experiences to the school teachers, in the hope of bringing about requisite changes in their teaching. The in-service teacher education for Panchayat teachers in Bihar consists of several distinct phases of training. Two short duration training programmes available to them are: thirty days' induction programme and ten days' Bodhi Samvaad programme. Along with the above mentioned programmes, Diploma in Primary Education (DPE) Course of IGNOU is also an integral part of their in-service education. The training programmes are organized according to different batches of recruitment. Although efforts are being made to organize in-service teacher education, yet several questions about these programmes also emerge. What is the evidence of the effectiveness of these programmes? How do such intervention activities, such as workshops and training programmes, influence the teachers? Do they perform differently and more effectively after training? Therefore, the study of these in-service with respect to the above emerged concerns is very important. The objectives of the study are: to study the nature of in-service education provided to Panchayat teachers in Bihar; to critically analyze the in-service education programmes with reference to teachers' professional needs; to document the experiences of Panchayat teachers about the in-service education programmes; to understand the role of counselors and mentors in the professional development of Panchayat teachers. The study is qualitative and descriptive in nature. It is conceptualized as a case study where in-service education programmes pursued by the Panchayat teachers have been taken as a unit for study.

The case narratives reveal that each participant has strongly emphasized the importance of in-service teacher education programmes for professional development. They highlight that teacher training programmes enable teachers to be more organized, aware and sincere towards their work. Training facilitates the development of necessary skills required to perform a particular job. It also helps teachers to develop confidence in themselves and assurance in their actions. Teacher education programmes also serve as personality development exercises, enabling teachers to develop personalities that leave a positive impression on the students. To sum up, the views of the participants reflect that without formal training, a newly recruited Panchayat teacher has an insufficient understanding of the teaching learning process.

ICT in School Education: A Critical Study of Policy Documents

Manoj Kumar Chahil. M.Phil. (FT) 2011-13

ABSTRACT

There is a widespread consensus over the idea that technology has been an inevitable and integral part of our everyday life, work and home experiences, but in the contemporary era its Information and Communications avatar has come to dominate the discourse around technology and it has been seen as an agent of change. Concomitantly, the call for schools to move to a more technologically integrated approach to teaching and learning has been resonating among ministries or departments of education in India. The policies in education cannot be seen in isolation from the technological advances being made within the current scenario. In order to understand this it is vital to study the policy documents. A State document represents complexities among contemporary economic, social, ideological and political forces. It follows that the contradictions and the conflicts between contrary values will find some reflection in the curriculum as well as in textbooks. Policy Analysis can also focus on how these negotiations get reflected in the curriculum-as-intention, as opposed to curriculum-as-process.

The present study is an attempt to explore questions such as how policy decisions in ICT in education are being taken at various levels. It is also important to know what kinds of experts are involved in this process, who do they represent; who are the stakeholders and negotiators involved in this process.

The objectives of the study were: i) to understand the emergence and evolution of ICT in school education in India as given in policy documents; ii) To situate ICT in school education in the context of the larger politico-economic background; iii) to study the current and overall direction of the contemporary policy discourse in ICT; iv) to analyze various perspectives reflected in the policy interventions in ICT in school education; v) to study the relationship between policies in ICT in education and policies on education in general. This study is based on document analysis and the following documents and reports have been studied for the work: National Policy on Education 1986, Birla Ambani Report, National Curriculum Framework 2000 and 2005, National Knowledge Commission Report 2009, NCFTE 2009, National Policy on ICT in School Education (draft), Right to Education Act 2009 and some recent Five Year Plans.

We have seen that what began as computer literacy in NPE 1986 gradually transformed into a still evolving field of ICT by the turn of the millennium. This transformation was accompanied with an increasing role of the market forces both in the framing of policy and in the provisioning of ICT education. It can indeed be said that this expansion took place on the back of twin movements—a shirking by the State of its role in providing education and an aggressively advancing market in education. Some of the apprehensions regarding the place of ICT in education arise owing to the character of the forces promoting it.

In a grossly unequal society like India the image of this baggage ICT is seen to be carrying lowers the faith in its otherwise equalising potential. The advance of ICT in education expressed in various policy formulations has not gone un-interrogated from academic quarters. Indeed, some widely accepted reports have continued to challenge the simplistic, vested interest and pedagogically unrefined glorification of ICT in education. This critically reflective approach has the potential to better inform future policy documents so that ICT in education realizes its humanizing possibilities.

Understanding the Role of Education in Women's Narratives in Nineteenth Century

Nithi Seth, M.Phil. (PT) 2010-13

Abstract

Nineteenth century Bengal was the seat of social reform particularly reform concerning women. Education for women became an issue of much debate and dissension and women's education witnessed unprecedented growth and experimentation with modes of education. Conventional history textbooks for schools highlight the role played by male social reformers and the British administration in the growth of women's education. However, this meta - narrative on nineteenth century women's education leaves out from its purview, the efforts of the women themselves who were at the receiving end of reform and thus denies any acknowledgment to the agency exercised by nineteenth century Bengali women in furthering their own education.

The present research aims to capture the stories of the struggles of nineteenth century Bengali women, as reflected through their own narratives in gaining education and documenting their experiences and achievements. It also seeks to explore and analyse the impact that education had in the lives of these women. Since, the issue of women's education was intimately tied up with other vital issues in their lives, such as their position in the family, the social circumscription of their role in society, and the compulsions to observe *purdah* and other rites and rituals, an in-depth analysis of their lives and *personal reflective writing* was considered important. Within these writings, negotiation with and the struggle against or subversion of patriarchy takes place. Considering the fact that nineteenth century Bengali society was a patriarchal set up, it was literacy that equipped women with a tool of protest. Often, writing served as an act of self discovery and self expression. Sometimes writing proved to have a cathartic value for women, living, as they were, in an unequal society. At other times, it helped in reflection on gender roles or creation of alternate models of femininity and a feminine Utopia. Therefore, it was important to study these writings to capture the voices of women.

The women included in the present study were selected on the basis of a thorough scouting task for which libraries were visited and experts in the field were consulted. Care was taken to ensure that the selected women represented the spectrum of educated nineteenth century women with varying life trajectories. Further, their life stories or works had to be penned by them rather than dictated to family members or strangers. From the thirty five nineteenth century women whose writings were identified, five were chosen for in depth study as their biographical details and English translations of their *personal reflective writings* (including novels, stories, autobiographies, letters, essays and tracts) were available. The women whose writings were selected for detailed study are Rashsundari Debi, Haimabati Sen, Sarala Devi Chaudhurani, Rokeya Sakhwat Hossain and Binodini Dasi.

The next step was the culling out of significant themes and issues from *their personal reflective writings*. Analytical reading of their *personal reflective writings* brought out the interplay of factors that had an impact on women's education and were in turn fashioned by education. The next step in the study was the development of a conceptual analytical framework. Thus, a review of related literature was undertaken to identify significant theoretical and scholarly writings. The conceptual analytical framework has been built by using the issues delineated from the *personal reflective writings* of the women and the insights drawn from the review. It focuses on issues of identity, voice, agency and resistance and the emancipatory role of education in the lives of

women. Psychological and historical perspectives formed an important base of the framework. The questions that the present study aims to examine pertain to the status and life conditions of nineteenth century Bengali women, their perceptions about education, their struggles to obtain education and the role played by patriarchy in furthering or hindering the cause of women's education. The impact of education in terms of personal identity, agency, role in the family, conjugal relations and social identity has been studied. The exercising of agency and the modes of resistance adopted by women, as also the themes in their writings, have also been analysed.

The research provided several revelations and insights on the life conditions of women from their firsthand accounts, as also the impact of education in their lives. Their writings in many ways corroborate Sudhir Kakkar's view that Indian women primarily have a relational sense of identity. The three stages of a woman's psychosocial reality that define her identity, first as a daughter and subsequently as a wife and mother are clearly reflected in the life stories of both Rashundari Debi and Haimabati Sen. The importance of marriage and motherhood in the lives of nineteenth century women too gets reflected in their writings.

Rashundari went beyond the ascribed identities of daughter, wife, daughter-in-law and mother and achieved for herself the identity of a *jitakshar*, a term she coined for herself on her mastery over the word. She thus carved out for herself the identity of an educated woman and an author. Rokeya in her writings rejected the limited life that a *bhadramahila* was offered within the framework of new patriarchy, asserting that women's education could and should have an economic function, rather than being wasted at the hearth. Feminine identity in nineteenth century Bengal was predominantly relational, though there is evidence of both a

personal and relational identity and sometimes the two exist within the same person, at different points of time.

As for the exercising of agency and resistance by women, perhaps the biggest example of resisting the old patriarchal structures was when the women started to educate themselves clandestinely, for e.g., Rashundari Debi. Women adopted *purdah* as a strategy (Rokeya Sakhwat Hossain) and adopted the pen and symbolic inversion as the mode of resistance against patriarchy. They criticised social customs, exposed the machinations of patriarchy and made suggestions for the upliftment of women.

It was also found that women used their education for the betterment of their female counterparts in various ways. Sarala Debi and Rokeya Hossain established an organisation and a school respectively for the welfare of girls and women. Haimabati treated women in her *zenana* hospital while Sarala Devi contributed to the larger cause of nationalism.

The present research is important because it helps establish continuity between the past and the present. It helps us trace the trajectory of the growth of women's education. It has helped to gauge how far we have come in terms of growth of women's education and whether we have been able to resolve the issues related to women's education at a wider social level or not. The study is also important for the field of history of education. The writings are micro narratives that either feed into or challenge the macro narratives of nineteenth century Bengal. Women's own voices have been captured as they expressed themselves in their writings, especially in their autobiographies. Further, autobiographical writing, in the context of nineteenth century women, are a potent source for understanding how some women broke the barriers of tradition.

Higher Education for Sustainable Regional Development: A Case Study of Odisha

Ashok Dansana, Ph.D. 2013

Abstract

The positive correlation between higher education and sustainable development has been widely recognized at different regional, international summits and conferences such as Stockholm Declaration (1972), Prague Declaration (2003), Baltic 21 Review (2004) and UN Decade of Education for Sustainable Development, 2005-2014 (2005) etc. As a result, various regions, island nations and countries have tried to prepare themselves accordingly in the recent times. For examples: Building Regional Capacity for Sustainable Development through and Education for Sustainable Development (ESD) Projects Inventory in RCE Saskatchewan, Canada, Mainstreaming Environment and Sustainability in African Universities (MESA) and the Centre for Environment Education (CEE), India, which has been offering a two-week course in Environment and Sustainable Development to undergraduate and graduate students from 2010, in Ahmadabad and New Delhi, India. Issues related to economy, society and its culture and environment were centres of concern in the debates and discussions in those conferences and summits which are also of importance in the State of Odisha. This has been extensively looked into in this study.

The objectives of the study were to understand the organizational set up of institutions of general higher education and the level of capacity building of their graduates in vital dimensions of human development based on the ideas of sustainable development. As the study had to understand the persisting discrepancies in curriculum and pedagogies in general higher education in the State of Odisha it was felt necessary to take wider views from the students and teachers through interviews and interactions across the four universities located and judicative to four different geo-political sub-regions in the State of Odisha. Out of five State universities (providing general education) in the State of Odisha it covered four universities where out of 520 post graduate students in seven different subjects and disciplines areas, 400 students had been involved in this study.

From the study it was found that although the general aims and organization of higher education seem to be considerably well organized they fail to address the demanding needs of time and the locality. Vital social, cultural, economic and environmental issues have not got adequate space in the core subjects. Besides that, so far as effective teaching learning processes are concerned there were inadequate approaches and strategies in place. Another aspect of organizational set up is the lack of expansion of science education. It was found that only 20% of colleges had provisions and resources to provide science education across the State, which is far in deficit in terms of the aspirations of the stakeholders manifested in the present demands of science education. So far as the level of capacity building is concerned a mixed result was found among the universities' students. A majority of the students who participated in the study had positive views in terms of the economic capacity building. They opined that they would be able to become economically independent and self-reliant. However, when they were asked as to how they could contribute to the sustainable growth and development of regional economy they were often unable to articulate the issues associated with it. In majority of cases, the graduates had shown progressive views in terms of their socio-cultural and environmental capacity building and making choices in their day to day life. Although their views and practices were not holistic

with regards to the ideas of sustainable development, they showed matured behaviour and also expressed confidence to apply it in their life. The general feeling and result were that the students from arts background have comparatively shown weaker confidence in-terms of their economic capacity building than the science students; but the difference was not found to be significant at 0.05 significance level (*T-TEST*). Likewise there was also no significant difference, at 0.05 significance level (*T-TEST*), between students groups from rural and urban, and male and female in terms of their economic capacity building.

Although the nature of participation by female graduates in the development of education was relatively different from their male counterpart at certain level, there was no significant difference at 0.05 significance level (*T-TEST*) between the students of arts and science streams of four universities in-terms of their participation in development of education in their respective sub-regions.

The unique aspect of general higher education in the State was that only 15% of the graduates had feeling of economic insecurity and social devaluation after completion of their formal education due to existence of educated unemployed in their locality. Now question arises that where only around 10% of the youth of relevant age groups (17-23) has access to higher education, should the economic and social insecurity of 15% graduates be considered as an insignificant issue? The study suggests that the State of Odisha needs to strengthen its organization of higher education with essential reforms in concurrence with the ideas of sustainable development. It is not that the existing strength of higher education of the State is completely weak to respond to the demands of time; rather the requirement at this juncture is to an infusion of relevant issues of sustainable development in the existing curriculum and adequate pedagogies to bridge the deficiencies.

However, on the one side there are challenges to bring reforms in the existing system and meet the overgrowing demands of higher education such as lack of planning and resources. On the other side there are also challenges such as psychological barriers, overcrowded curriculum and ideological differences which might play a negative role in the formulation of policy and reorganizational process. Very often in the larger domain of debate and discourse in higher education there have been ideological clashes. On the one hand there are calls for the production of skilled human resources from the institutions of higher education which focus on economic growth alone, leaving aside the larger interest such as social, environmental and ecological costs. On the other hand there are calls for production of critical minds, which will be assets for the larger and common interest.

Politics of institutional knowledge and exclusion: An inquiry into experiences of children from Dalit community

Gunjan Sharma, Ph.D. 2013

Abstract

This thesis is based on a one-year qualitative fieldwork at a slum cluster, and a neighbourhood State-run primary school in Delhi. It is an attempt to study how the everyday experiences of the 'Dalit children' situated in the setting, shape their educational aspirations, willingness, possibilities and everyday meaning-making about the social world. The main concerns of this work include – the relation between the State and the margins, and the experience of exclusion and marginalisation in the context of institutional education. To situate the understandings in a frame, the study draws from the thoughts and works of Ambedkar, Gandhi, Illich and Veena Das. The study has been designed within the tradition or conventions of the 'qualitative method'. This is not only because the questions being studied would have been better addressed in such a mode, but also because the problem itself was articulated in a qualitative frame. It was based on a belief that understanding or inquiring into 'experiences' is central in making-sense of marginalisation and exclusion, and that this would demand an immersion in everyday life in the field.

The fieldwork of the study involved engaging with children at a primary school, those at work and/or 'out-of-school', their parents and other adults in the setting, schoolteachers and the local NGOs' staff, Sarva Shiksha Abhiyaan personnel, and some other informants (like employees at the local election office, post-office and police station). Participant observation was the primary method through which I made sense of the field reality. Conversations, semi-structured interviews and focus group discussions with the principal informants, were also critical in the process of collecting data concerning particular categories and experiences. For working with the children, the method of 'storytelling' was employed. The 'stories' were based on select Dalit autobiographies and narratives that could potentially facilitate discussions on experience(s) of poverty, caste, humiliation, conflict and childhood (in relation to school). The narration sessions were followed by group discussions, drawing and writing. During the fieldwork I also interacted with a group of children working as 'ragpickers' and documented their narratives about their work and experiences with the 'others'.

The descriptions that were generated during the course of research have been organized into eight chapters, including an introduction and a concluding chapter (or an epilogue). The chapters trace the following broad questions in particular relation to the social group in focus (Dalit children in the urban slum): How is a State school situated in an urban slum context? How do the people living there perceive schooling and school? How is the everyday school practice shaped in the interactions between the teachers, children and community? What roles does a teacher play in this context? How are the children positioned in the school and how do they make sense of social reality? How does the school as a social and pedagogic institution shape the aspirations and worldviews of the children in the margins of an urban setting? The thesis structure logically tapers as it progresses towards the concluding chapter. It begins with developing the broader framework of the thoughts and perspectives which shaped the work, then presents the methodological approach and fieldwork, and then transits into introducing the field. The subsequent chapters pursue the three major categories of understandings from the field –

beginning from the idea of school, then moving to the school practice (with a focus on teacher-student-community relationship), and converging into experiences of the children.

Broadly speaking, the findings of the work relate to the nature of everyday experiences in the margins of the city – with a focus on the children in the slum, and their aspirations and negotiations with the school (or an institution of the State). The explorations also bring to the fore the complication involved in understanding marginalisation in a metropolitan slum space, where one finds a confluence of a variety of identities and intertwined axes of caste, class, religion and gender. This aspect shaped the study in significant ways. Although the study was originally set out to focus on Dalit children, in the process of the fieldwork, caste identity in the urban slum itself became an aspect of inquiry – particularly in relation to how it was involved in experiencing the school and the social relationships. In this context, the nature of 'relational ethos' between and among the various actors in the school and outside, became the most prominent aspect of this inquiry. Thus, the analysis in this work revolves around: the nature of everyday 'politics' in the urban slum context; purposes that the State school served there; the relation between and the aspirations of the teachers, children and community as structured within the State institution; and the nature of the school-space.

Exploring the Efficacy of Computer Assisted Learning in Addressing Alternative Frameworks among Learners in Science

Rakesh Kumar, Ph. D. 2013

Abstract

The study explores the teaching learning contexts in science classrooms with respect to two aspects. The first aspect is related to the teachers' natural dispositions towards formation and addressing of the Alternative Frameworks and the second aspect to the possible sites of formation of Alternative Frameworks among learners of science. An attempt to understand the science teachers' perceptions about Alternative

A framework in relation to the use of Computer Assisted Learning has also been made. This understanding has been used further in two ways – firstly, for identifying the characteristics of a desirable computer-assisted learning program as per the perceptions of science teachers and secondly, for evaluating the features of some of the existing computer-assisted learning programs in science. Significant implications on Science Education have emerged on the basis of the findings of the study. Also, a need to develop an appropriate Computer Assisted Learning Program for addressing Alternative Frameworks among learners of science has emerged. The analysis of data gathered from the science teachers reveals that such a Computer Assisted Learning program may enable the science teacher to meet the challenges, which at present, are being faced to a large extent and the teachers are not able to address them. The findings of the study reveal that the issues of availability, awareness and the experience of using Computer Assisted Learning program/s among science teachers also need to be addressed. The findings contribute towards developing an understanding of the characteristics of a desirable computer-assisted learning program that can be used for addressing Alternative Frameworks among learners of science.

Religious Commitments, Identity Development and Family Life Experiences of Young Adults from Inter-Religious Families

Toolika Wadhwa, Ph.D. 2013

ABSTRACT

As is evident from the title, the three processes that the present research purported to explore were: 'religious commitments', 'identity development' and 'family life experiences', of young adults from inter-religious families. The main objectives of the study were to identify and understand the religious commitments of young adults, know how the identity development process unfolds for them, understand their religious commitments in relation to their identity, and explicate the family life dynamics that take place in the inter-religious context.

The conceptual framework of the study was guided partly by the research objectives and partly by the insights that emerged during the data collection process. Each of the three areas of the study, have been looked at from a psychosocial lens. To consolidate the theoretical underpinnings on religion, the definitions of religion by Geertz and Dittes, the framework presented by Stark and Glock, and the work of Kakar which situates religion in the psycho-social context of Indian society, were relied upon.

The framework for understanding identity was built on the basis of theories that perceive it from the personal and developmental context and those that conceptualise it as a phenomenon rooted in the social context. To understand the psychosocial, developmental perspective, the theories of Erikson and Marcia were included. The existential perspective was explored through the work of Rollo May. Self in relation to others was understood through the work of Gergen. Jenkins' work was referred to for understanding identity within its social, cultural and ethnic manifestations. The work of Carl Rogers was used to study the role played by family in the development of self. Family was looked at in terms of its supportive and socializing roles, stemming from the work of Goode, Baumrind, and the ecological perspective of Bronfenbrenner. The ethnocentric approach to understanding parenting was also kept in mind. In addition, several research studies that explore the Indian family system and focus on building understanding on emerging family patterns, parenting styles, and interpersonal relationships within the family were also included.

The theoretical underpinnings and related research studies highlighted that the process of committing to a religion, developing a sense of identity and family life experiences exert influence over each other and were also influenced by the social context in which they were located. Each of the three aspects was seen as a highly personalised process that necessitated building up of an in-depth understanding of the lives of the participants. Thus, a case study approach was used within which the specific strategy adopted was development of life stories. Developing life stories, on a small sample of twelve participants, helped to trace the personal experiential trajectory of the lives of each of the individuals over a period of time, respecting their context, uniqueness and subjectivity.

In selecting the twelve participants, care was taken to ensure a heterogeneous representation in terms of age, gender, religious background and inter-religious mix. All the participants belonged

to the age group of 18-30 years. Equal gender representation and a mix of 'similar' and 'dissimilar' inter-religious marriages were also taken into account. Further, representation of at least one participant from each organised religious group was factored in. The final sample thus had representation of Hindu, Sikh, Muslim, Christian, Jain, Buddhist, and Parsi participants.

The development of life stories was done through focussed interactions with each participant over a period of one year. Specific research questions were identified and listed to guide the interactions. Some semi projective components were also woven into the interactions. In addition, significant others in the lives of participants were also interviewed. The life stories of the participants that were constructed on the basis of the above were then given to each participant for validation, before finalisation.

It was evident that the context played a significant role in the life of each of the participants, which was amply vivified in their life stories. Their life stories also brought out the variations that existed in their social, familial, economic and personal contexts. Each participant's life story was thus analysed within its own context.

In terms of some significant visible trends, the research revealed that for most participants, religion was ascribed to their family background and an active exploration of religious commitments on their own had not been done. Thus, religion did not appear to be a dominant concern for them, except in the face of conflict arising from their inter-religious background. Further, religion was perceived to be less flexible than other aspects of life. Most of them showed a secular attitude, along with a belief in the superiority of their own religion over other religions.

The main concerns in identity development related to developing and maintaining one's social and professional identities. All the participants expressed the need to have stable careers and directed their academic and professional education towards the same, right from their school years. Familial needs, wishes and responsibilities played a significant role in decisions regarding career and education. Nearly all the participants had the freedom to choose their friends. Although religion did not appear as the overarching concern in the choice of friends, many participants reported greater identification and preference for friends from the same religion. Some of the participants also felt the need to find deeper meaning in life and engaged in personal, existential quest and moratorium. Career and religion were both significant factors that aided this quest for personal meaning.

Family life experiences and lifestyle, particularly food habits, were found to be influenced by the inter-religious backgrounds of the participants. Many parents actively worked towards ensuring that their children followed the religion that they personally followed. Most families provided democratic freedom and space to their children. Parents were seen to take an active interest in the peer group, schooling and career choices of their children. Another important characteristic of family life was the role of the extended family. Lack of support from the extended family influenced the family life experiences of participants in terms of exposing them to conflicts of opinion across different members of the family; variations in their religious experiences; and a lack of emotional and financial support from grandparents and other relatives.