YEARS OF NIEPA

हीरक जयंती
Diamond Jubilee
1962–2022

# लघु शोध-प्रंबध का सार-संग्रह
# COMPENDIUM OF ABSTRACT OF DISSERTATIONS

राष्ट्रीय शैक्षिक योजना एवं प्रशासन संस्थान
**NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION**
(Deemed to be University)
17-B, Sri Aurobindo Marg, New Delhi – 110016, INDIA

# परिकल्पना एवं लक्ष्य
# VISION & MISSION

## परिकल्पना

ज्ञानात्मक उन्नति के माध्यम से अधिगमोन्मुख
मानव समाज विकसित करना।

## Vision

Evolving a humane learning society through
advancement of knowledge

— ৪০৫৪ —

## लक्ष्य

राष्ट्रीय एवं वैश्विक परिप्रेक्ष्य में उच्चकोटि के शिक्षण, शोध और
क्षमता निर्माण द्वारा शैक्षणिक नीति, योजना और प्रबंध के
क्षेत्र में उत्कृष्टता का केन्द्र बनना।

## Mission

To become a centre of excellence in educational
policy, planning and management by promoting
advanced level teaching, research and capacity
development in national and global contexts

YEARS OF NIEPA

हीरक जयंती
Diamond Jubilee
1962–2022

# लघु शोध-प्रबंध का सार-संग्रह
# COMPENDIUM OF ABSTRACT OF DISSERTATIONS

राष्ट्रीय शैक्षिक योजना एवं प्रशासन संस्थान
## NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION
(Deemed to be University)
17-B, Sri Aurobindo Marg, New Delhi – 110016 (INDIA)

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**Convocation**

*21st October*

**2022**

लघु शोध-प्रबंध का सार-संग्रह

# COMPENDIUM OF ABSTRACT
# OF DISSERTATIONS

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
|---|---|
| Name of the Supervisor : | **Prof. A.K. Singh** |
| Department/Centre : | **Department of Educational Policy** |

## Ideology, Leadership and Institutional Development in Higher Education: A Case Study of Banaras Hindu University

**Abstract of the dissertation:**

Education is an important instrument of social change and transformation. Educational institutions have played critical role in sustainable growth and development of a nation. While on the one hand, educational institutions have produced various leaders who have brought out considerable change through their ideas and actions, on the other hand, various leaders with transformative ideas have used educational institution as the medium to spread their ideas and promote change in sustainable manner. This suggests a strong relationship between ideology, leadership and educational institutions. Leaders like Mahatma Gandhi, Rabindranath Tagore, Madan Mohan Malviya, Sir Syed Ahmad and others are significant examples who used education and educational institution as the medium of bringing change and transformation in society. Although these visionaries had different ideologies and different leadership styles, they adopted education as a powerful weapon to generate awareness and reform the country. They acknowledged the importance of education in bringing massive social transformation. This study intends to develop an in-depth understanding of the relationship between ideology, leadership and institutional development in higher education. The history of some of the well-known educational institutions, such as Vishwa Bharati Shantiniketan, Aligarh Muslim University, Banaras Hindu University, etc. bears the testimony of the pivotal role played by their founders. These cases may provide significant insights in terms of efficacy of the role of the leaders in institutional development in higher education. Ideologies have been playing a very crucial role in determining and expressing social, political, economic, and educational ideas. The study will also help in developing a qualitative aspect of the growth of higher education in the country.

The proposed research intends to study Banaras Hindu University established by Pandit Madan Mohan Malaviya in 1916 as a case to develop an understanding of the relationship between ideology, leadership and institutional development in higher education. The study intends to revisit the educational thoughts and social reforms of Pandit Madan Mohan Malaviya, and tries to extracts out the crux of his vision, which still might be very relevant to the contemporary world. In terms of leadership style, Pandit Malaviya falls under the category of transformative leaders. The case may prove useful for professionals, academicians, policy makers and scholars at the various levels to understand the same.

**SWATI VASANT WAGHMARE**

Enrolment No.: **20141003**

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|---|---|
| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
| Name of the Supervisor : | **Prof. Sudhanshu Bhushan** |
| Department/Centre : | **Department of Higher and Professional Education** |

## Policy Regime in Higher Education

**Abstract of the dissertation:**

Indian Higher Education system is one of the second largest systems of the world. This system has many regulatory, governing bodies for higher education. University Grants Commission has been one of the most important regulatory agencies of higher education whose responsibility is to provide funding and maintain standards of higher education. University Grants Commission relies on rules and regulations as a tool for maintaining standards of higher education. Rules and regulations of the UGC act as guideline for higher education regulation across the country. So if these rules and regulations are ambiguous, inconsistent, incoherent, change frequently then the direction that it provides for higher education regulation, also becomes ambiguous and chaotic. Today universities across the world have been conditioned by regimes of performance, productivity, accountability etc to ensure transparency, efficiency, standardization and quality in higher education. Hence in such situation it becomes essential to examine that since inception of the UGC till date, whether there has been any change in the UGC's approach towards regulating higher education through rules and regulations. And if yes, then, whether the direction of the change has moved towards mechanisms of surveillance and scrutinization of academic activities based on criteria of performance, competition, productivity, accountability to ensure transparency, efficiency, standardization and quality in higher education. The present study included analysis of documents as well as investigations through semi-structured interviews as a tool to gain more insight into the topic under study.

**VARTIKA KAUSHAL**

Enrolment No.: **20141004**

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| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
| Name of the Supervisor : | **Dr. R S Tyagi** |
| Department/Centre : | **Department of Educational Administration** |

## Understanding the Dynamics of Private Tutoring for Entrance Exams: A case of JEE for IIT Delhi

**Abstract of the dissertation:**

The Indian Institute of Technology (IIT) is a byword for academic excellence, hardworking students and immeasurable success. Ironically, cracking the entrance exam (JEE) has become a behemoth hurdle that needs to be circumvented to realize the dream of becoming an IITian. This desire is fueled by the burgeoning coaching industry, which taps into the aspirations of thousands of students who perceive IIT to be a ticket to prestige, success, prosperity and a chance to migrate out of India for an affluent job or for higher studies. This race for a limited number of seats leads to gross educational and social inequality as the expensive and (mostly exclusive) private tutoring or coaching industry is driven by market factors such as demand and supply. The restriction of supply to only those who can afford it leads to exclusion of students belonging to lower income groups. This germinates and perpetuates glaring social class divisions and the students become a cog in this exploitative machinery. This work hopes to understand the mechanism of this coaching industry to facilitate policy makers in their endeavor to regulate this lucrative yet exploitative enterprise.

**SATISH KUMAR**

Enrolment No.: **20141005**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. Sunita Chugh** |
| Department/Centre : | **National Centre for School Leadership** |

## Civil Strife and Education of Children in Bijapur District, Chhattisgarh: An Exploratory Study

**Abstract of the dissertation:**

This study was conducted in Bijapur district, Chhattisgarh. Bijapur district was a severely civil strife-affected district which was ranked amongst the top 10 worst civil strife-affected districts in India in 2014. This district also held the distinction of being the least literate district in Chhattisgarh and the second least in India. It was against this backdrop that this study was conducted in Bijapur district to: a) ascertain the current status of civil strife and level of participation of children of different social groups in elementary education; b) explore the factors that affect the participation of children in elementary education; c) examine the special educational initiatives taken by the State Government for the education and children affected by civil strife. This study found a substantial increase in civil strife violence and deaths of civilians, arrest and surrender of a significantly small number of left-wing extremists and rising number of fatalities of security personnel during the period between 2005 and 2011. This study also identified a number of factors that affect the participation of children in elementary education. These factors, inter alia, included: 1) destruction/closure of schools; 2) conflict-induced displacement of children; 3) forced disappearance of children; 4) loss of academic records; 5) recruitment of children as child soldiers; and 6) prevention of children by left-wing extremists from getting post elementary education. Although these factors affect children from all social groups and across genders at each level of education, their effects are particularly severe on the enrolment of adivasi children who are more likely to drop out after the completion of primary education. This study examined porta cabin schools—a special educational initiative of the Chhattisgarh Government for the education of children affected by civil strife—and found it to be a relatively effective in comparison to cemented schools in these areas.

**VANI KAKAR**

Enrolment No.: **20141006**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. K. Biswal** |
| Department/Centre : | **Department of Educational Policy** |

## Use of ICT for Improving Teaching and Learning in Schools: A Critical Review of Policies, Programs and Practices in India

**Abstract of the dissertation:**

With the rapidly changing context of schooling and learning needs in the 21st century, it seems crucial to integrate ICT in educational practices. ICT exhibits itself in different forms and can be deeply embedded in teaching and learning practices. It is, therefore, important to critically look into the role of ICT in the school sector in India. The Overall objective of this dissertation was to look into the approach and incidences of ICT application in school education for I proving teaching-learning practices for delivering quality education. This thesis comprehensively reviews existing literature on use of ICT in the school sector in the global as well as Indian setting with theory of change as a theoretical paradigm. Findings about implementation, use and impact considerably very for developed and developing countries. The analysis suggests that even though there is a policy for ICT in Education in India; unfortunately, it has not been adopted fully. Given its popularity and demand, India is left with no choice than to keep up with the global changes. The study concludes, India needs a shift in perspective of how we perceive ICT in education. The paradigm shift calls for viewing and consequently implementing ICT in education than limiting the approach to ICT education. This transition seems rather essential for the intervention for quality reform in education to be successful. ICT must not be seen in isolation from education and the pedagogies that will be used to impart it.

**ARPEETA ANAND**

Enrolment No.: **20141007**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
|---|---|
| Name of the Supervisor : | **Prof. Neelam Sood** |
| Department/Centre : | **Department of School and Non-Formal Education** |

## Inclusive Education for Children with Special Needs in Private Schools of Delhi: Experiences and Challenges

**Abstract of the dissertation:**

The study explored Inclusive Education for Children with Special Needs in Private Schools in Delhi. It aims to look into how private schools are working towards the inclusion of CWSN. It further explores the practices by evaluating their philosophy, curriculum, and teaching practices. It also investigated whether these schools were able to fulfil the requirements of special children. Also, the role of teachers in making school inclusive and finding out the hindering factors in inclusive practices. The sample of study consisted of 15 Delhi private schools with children with special needs. One teacher each from the primary section and the heads of all 15 private schools constituted the sample. The study has utilized the Index for Inclusive Schools and a semi-structured interview schedule to interact with the participants/respondents in order to pick up what they actually think and feel about inclusive education. The findings were that: a) most schools (80%) have a partial vision for CWSN, whereas only 20% have no vision. b) While all schools (100%) have implemented parent counselling procedures, only 13% of teachers, parents, communities, and students believe in and support inclusive education. c) Only 33% of schools provide comprehensive communication services to students with hearing impairments, which includes sign language, oral, auditory, written, and visual aids.(d) Only 27% of teachers recognize all students as equal participants in their courses. (e) Although all teachers attend workshops, the duration of these sessions is limited to one or two days. So, in such a short curriculum, teachers do not acquire sufficient abilities. f) Only 20% of teachers accept students with disabilities into their classrooms, demonstrating a general teacher's negative attitude. g) All (100%) teachers in the class employ child-centered pedagogy, tailoring their teaching approaches to children's needs and learning styles and routinely assessing students' progress to inform curriculum and teaching practices. h) Only 27% of schools are fully accessible to all students, including CWSN, whereas 46% are partially accessible and 27% are not. i) The majority (80%) of blackboards in the classroom are set at an appropriate height for all students to access, including those who want to read them.100% of classrooms have ample daylight and extra light as needed. Based on the findings, "real inclusion" requires more than fundamental understanding. Inclusion allows for social contacts that are not possible in separated situations. Schools could offer awareness and orientation camps to encourage inclusive practices. Teachers, classmates, boards of management, and parents/caregivers must change their views about special-needs children. Focus on inclusive school infrastructure, including ramps, restrooms, and classrooms. Funding should be allocated for resource rooms, training programs for both children and teachers, and book and stationary awards. The curriculum must be changed to match student needs. Lessons should be child-centered and tailored to each student's requirements. Class teachers must establish effective teaching objectives and lesson structures that encourage children to actively participate in challenges that are appropriate for them. Teachers should try to seat the child with more "able" peers, give him/her extra time, lower the syllabus, and make tiny alterations within the mainstream pedagogy.

**LEENA**

Enrolment No.: **20141008**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. Nalini Juneja** |
| Department/Centre : | **Department of School and Non-Formal Education** |

### Corporal Punishment in Schools and its Relationship to the Social Norm in Two Divergent Contexts

**Abstract of the dissertation:**

Schools are meant to be the one of the safest places where students fulfill their educational aspirations and aim to be holistically developed. However studies reveled that school are a site for corporal punishment in India and many other parts of the world. Despite prohibition, corporal punishment was continued to be practiced in schools and there had been numerous acts of violence on children by the school teachers. There are various laws and guidelines globally as well as in our country which enables the prohibition and elimination of corporal punishment in schools completely. However the making of a law is not sufficient to change the reality or what is existing in the society and the preeminent example of it is seen in the context of violence and corporal punishment towards children in schools. Laws may be ineffective, if they do not reflect social norm. Corporal punishment in schools is an aspect of the complex interaction between the social norms and individual expectation to conform to those norms. In Indian context, the existing researches and database reflected the failure of the implementation of RTE and therefore demands a study on significant possible reason which makes a teacher to practice Corporal punishment in schools. The conceptual framework guiding the methodology used in this research study, posits that behavior is determined more by social norms than by legal norms., therefore this study investigates the validity of the proposition that behavior is determined more by social norms than by legal norms, and therefore this study is pursuing the positivistic paradigm of research. This positivistic paradigm largely determined the methodology used for the conduct of this study, unless ruled out by the field situation, or where data was gathered from children through focused group discussions and by interview.

**RABIA ISMAIL**

Enrolment No.: **20141010**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. Rashmi Diwan** |
| Department/Centre : | **National Centre for School Leadership  (NCSL)** |

## Role of School Head in Formulation and Implementation of School Development Plan in MCD Schools of Delhi: Policy Framework to 'Real' School Practices

**Abstract of the dissertation:**

School head play an important role in formulation and implementation of School Development Plan, which in turn leads to School Improvement. The purpose of the study was to explore the process of formulation and implementation of School Development Plan in MCD schools to find how much policy directives are transformed into school practices. Also, the role played by the school head in the whole process. Data was collected from Twenty MCD Schools of city zone of Delhi. The different tools used in the study were: Questionnaire, Interview schedule, School Basic Information Performa and Shadowing. Personal unstructured interviews were taken of the 20 School Heads. Past SDPs and the related documents/orders were analysed to understand the role of School head in school functioning as well as functioning of SMCs. Focus Group Discussions (FGDs) were also done with the SMC members to validate the data acquired through questionnaire and interview. Data was analysed qualitatively using typological method of analysis and content analysis.

It can be concluded from the Major findings that there is a wide gap between the policy and school practices in terms of School Development Plan. The level of awareness of trained school teachers on RTE provisions was poor. School Management Committee is present in each school based on the policy directives. The role of a MCD school head is not properly defined according to the policy and government authority. In MCD schools the type of role played by the School head depends upon the need and condition. Hence, the responsibilities vary in the process of preparation and implementation of Plan depending on the situation. They play major roles from being an administrator to manager depending on the condition. Apart from these major roles there are various sub-roles played by the school heads in their schools like that of a Decision-maker, Resource allocator, Communicator, disseminator. The present study has policy implications in the area of School Improvement.

**VERSHA NEGI**

Enrolment No.: **20141011**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. Arun C. Mehta** |
| Department/Centre : | **Department of Educational Management Information System** |

## A study of EWS Students Admitted in the Private Unaided Schools of Delhi under RTE Act 2009

**Abstract of the dissertation:**

India became one of 135 countries to make education a fundamental right of every child when the Right to Education Act 2009 (RTE Act) came into force on 1 April 2010. RTE 2009 Act mandates that free and compulsory elementary education is the right of every child between the age of six and fourteen years. RTE Act 2009 has many sections and sub-sections, section 12 (1) (c) is unique in itself - as the section takes cognizance of the growing numbers of private schools and their role in universalisation of elementary education. Section 12 (1) (c) mandates that all the private schools shall be required to enroll children from economically weaker sections (EWS) and disadvantaged communities (DG) in the entry level class to the extent of 25% of their enrolment, by simple random selection.

In the given context, the study was an attempt to explore the implementation of the Section 12 (1) (c) of RTE Act 2009 in the private unaided schools of Delhi. The main objective was to study the experiences of the EWS children and their parents with the private schools, in order to understand their progress and participation in the school over the years. For this, children who have been admitted in the school under EWS category for more than two years were selected based on 'purposive sampling'.

**S. AROKIA MARY**

Enrolment No.: **20141012**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
| --- | --- |
| Name of the Supervisor : | **Prof. Vineeta Sirohi** |
| Department/Centre : | **Department of Educational Administration** |

## Educational Experiences of Transgender Students in Delhi: An Exploratory Study

**Abstract of the dissertation:**

My M.Phil. dissertation captures the educational experiences of Transgender Students at School and Higher Education. Lack of education has been identified as one of the important factors that push and places Transgender individuals under the most excluded category. Various aspects involved in choosing of the institution, mode of continuing higher education, and choice of disciplines by three such male to female (MtF) trans students. The data was collected using life history method and the findings were arrived at using thematic analysis. The study documents the varied forms of discrimination and exclusion faced by the respondents at higher education institutions. Primarily, the way each of them associate themselves with the trans identity is idiosyncratic. Secondly, all the other multiple identities that the respondents carry do not get subsumed under trans identity. Starting from personal demographics to the legal reforms that are in place in the country has an impact on their education. Family's socioeconomic background (class and caste), acceptance by the family members, their age of acquaintance with the community, influence of the dera, and the legal reform (NALSA judgement) emerged as factors that influenced their access and experiences at higher education institutions of the respondents. Further, the dissertation also analyses and documents the various provisions by the Central Government, State Government and Educational Institutions for educational participation of Transgender students at school and Higher Education.

**DALSIE GANGMEI**

Enrolment No.: **20141014**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
|---|---|
| Name of the Supervisor : | **Prof. Madhumita Bandyopadhyay** |
| Department/Centre : | **Department of School and Non-Formal Education** |

## A Study on Access and Equity in Primary Education with a Special Focus on Scheduled Tribes in Manipur

**Abstract of the dissertation:**

Access and equity in education have attracted widespread interest and have been gaining importance in the discourse of social sciences. While examining access to education, it is important to understand the inter-linkage between access and equity within different social contexts. As the National Policy of Education 1986 has recommended actions for access with success at each level of education, it is important to consider the concept of 'meaningful access' which ensures not only access to education but also successful completion of learners and their transition to the next level. Manipur, as one of the seven north-eastern states, has witnessed considerable progress but being a homeland for tribal as well as non-tribal populations, the State appears to be facing tremendous challenges in ensuring meaningful access to education for all children. This study examines the sensitive relationship between disadvantaged tribal children and implications of the educational policies. It ascertains the extent to which access to primary education is equitable in the context of the most deprived Hill district of Manipur which is also dominated by the Scheduled Tribes' population. The present study adopted exploratory research design. The sampling unit was determined by employing purposive sampling as the rate of dropout in primary schools being the sole criteria for sample selection. This study relied on primary data. Main respondents includes dropout students, parents, teachers, school headmasters and management officials. The present study provides an understanding of the plight of the rural tribal children and the complexities involved in hindering them from meaningful access to education. While socio-economic factor comes out as one of the barriers in affecting the meaningful access, the empirical finding from the present study exposes its intricate operation. Equity is underplayed and access is highly emphasized.

**SATYA PRAKASH GARADA**

Enrolment No.: **20141015**

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| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
| Name of the Supervisor : | **Prof. S.M.I.A. Zaidi** |
| Department/Centre : | **Department of Educational Planning** |

## Changing Scenario of Educational Participation of Scheduled Tribes in the Context Affirmative Action: A Study of Koraput District in South Odisha

**Abstract of the dissertation:**

It is universally accepted that education is the basic input for any sustainable development especially in the context of socio-economic development. Education is considered to be an important mechanism for development in India, especially for scheduled castes and scheduled tribes. Since these sections of our society were traditionally and historically deprived of their basic rights, education was far away from their reach. The reservation policy has opened the gates of education to Scheduled Castes (SCs) and Scheduled Tribes (STs) men as well as women. But quite a few deprived caste boys/girls being not aware of their rights and welfare are not able to take advantage of the educational programmes and affirmative policies. Therefore to achieve a sustainable balanced development, which is the key area concern in hilly regions, this research has attempted to study the educational participation of tribal children in Koraput district.

Though the researcher has attempted to bring out the educational challenges that a tribal student faces, nevertheless, varied areas for further research remain. For example, future research might highlight whether tribes in other areas face the same kinds of educational challenges. Why are the tribal women lagging behind their male counterparts in educational participation? It would be interesting to compare the educational problems of tribes in Odisha with tribes in the other states of the country. What is the situation of tribal in the other states where tribals population is relatively higher?

**SUHAIL AHMAD MIR**

Enrolment No.: **20141016**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. Mona Khare** |
| Department/Centre : | **Department of Educational Finance** |

## Inequality of Opportunity in Education in India

**Abstract of the dissertation:**

Thesis probed the mechanisms underlying the inequality of opportunity in education and how much pre-determined circumstances affect the educational attainment of an individual in India. Focusing mainly on the educational attainment, it sought to identify the major indicators which impact the educational attainment of an individual belonging to a particular group and weather it has reduced over time or not. Traditionally, policies have aimed to reduce outcome inequality or the final inequality, but there are contestations and debates on the two measures of inequality world-wide i.e., whether it is '*Inequality of Opportunity*' or '*Inequality of Outcome*', that policy makers should equalise. Although, measurement of outcome inequality is informative but it may be criticized for not measuring the kind of inequality that are relevant for a social, economic and ethical perspective. Therefore, in recent years there has been a shift of focus from '*inequality in outcomes*' to a more theoretical and applied development in '*Equality of Opportunity*' theory, proposed by Roemer (1998). The fundamental nature of this concept suggests that, rather than eradicating overall outcome inequalities, we should compensate differences that arise from inequality of opportunity in education.

For the whole study NSSO 68th round data of India, pertaining to year 2011-12 and variety of statistical techniques well suited to these data were used. Specifically, the study examined the extent of inequality of opportunity in educational attainment related to a particular SRC, and also the inequality of outcome measured as average years of schooling of that particular group. The present study also analysed the impact of pre-determined circumstances like gender, location and SRC on an individual's achievement and how much it varies between these groups. Finally the analysis has looked into the overall effect of these circumstances on an individual's educational attainment and how much it has reduced from the oldest age cohort to the youngest one.

**PHILIP SAMUEL**

Enrolment No.: **20141017**

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| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
| Name of the Supervisor : | **Prof. Pranati Panda** |
| Department/Centre : | **Department of School and Non-Formal Education** |

<div align="center">

### Learner's Assessment in Schools:
### Mapping the Current Policies and Practices in India

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**Abstract of the dissertation:**

The M.Phil. dissertation work on '**Learner's Assessment in Schools: Mapping the Current Policies and Practices in India**' by Mr. Phillip Samuel has explored the policies and practices on learners' assessment in schools and extent of its implication in achieving overall objectives of education as envisioned in the policy pronouncements. While defining the theoretical framework and importance of educational assessment concept, the researcher has placed lucidly Assessment OF Learning, Assessment FOR Learning and Assessment AS Learning.

Further deliberating on major trends of learners' assessment from international and national perspectives, the researcher has identified the gaps in articulating learners' assessment for improvement of learners' performance, teaching learning process and productivity of school education sector. Mr. Philip has also tried to track the trajectory of learners' assessment in India by analysing the Commissions and Committees' recommendations, policy pronouncements and current practices through evidence-based research. The study is based on secondary data, policy pronouncements and available evidence-based research findings on learners' assessment in India. The dissertation is based on qualitative analysis using the content analysis approach. The policy analyses have done referring to CBSE, CCE criterion and examining alignment between CBSE criterion to the aims and objectives of education as envisioned in the policy documents and curriculum frameworks. The findings from the analysis clearly reveal, though CCE is closer in achieving educational objectives pronounced in policy documents and curriculum frameworks, but it has created imbalance between scholastic and co-scholastic domains. Hence more importance is given to academic knowledge than other areas and subsequently labelling a learner as B-C-D etc.

Further, the researcher has suggested a paradigm shift in policy by aligning learning goals with learners' assessment, improvement of class room practices by intractably linking assessment with teaching- learning process and use of assessment results as accountability framework. The topic of the dissertation work is very apt and timely. As India is preoccupied currently with the learning outcome discourse, the work is providing some light on re-envisioning learners' assessment in India. The review of literature encompasses the recent research studies on CCE and its implementation in India. It also includes significant international research studies and trends on learners' assessment globally. The researcher has followed systematic chapterisation as per the study design. The study is based on secondary data source and content analysis of all strategic policy documents and curriculum frameworks. Though study has well defined research questions and objectives, supported with review of related research studies but the analytical framework and approaches for analyses and their interpretation are not fully justifying the alignment argument between objectives of education and CCE Criterion used by CBSE. The analysis should have been strengthened through observation of class room practices, interviews with teachers and school heads.

Language, clarity and coherence in the dissertation are moderate in nature. The researcher could have improved the clarity and coherence by linking research questions and objectives with analytical table and their interpretation to arrive at conclusion. The inferences drawn from analysis and arriving at conclusion should have been substantiated with more rigorous interpretation.

**LAKPACHUI SIRO**

Enrolment No.: **20141018**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. N.V. Varghese** |
| Department/Centre : | **Department of Higher Education** |

### Student Mobility at the Higher Education Level: A Case Study of Manipur

**Abstract of the dissertation:**

The study attempts to look at the increasing trend of student mobility at the higher education level from the north eastern states to the other parts of the country with Manipur State as the case study. The research work focuses on various push and pull factors causing student mobility.

The study analyzed the trend of student mobility from various districts of Manipur State and as per the research it is found that students mobility at the higher education is more visible from the districts where higher education infrastructures are very poor. Whereas, students from the Capital City tend to continue their further study in the capital city itself. Some of the main factors as per the response from the students as to why the preference of pursuing higher education outside the state instead of pursuing in various higher education located in the state capital rise from the presence of ethnic tension in the state.

It is a matter of fact that the percentage of student pursuing higher education will increase on yearly basis. And there is also an increasing trend of admission seekers especially in metropolitan cities like Delhi, Bengaluru, Mumbai. This means that unless the student absorption capacity is increased in various higher institutions located in such cities many students will fail to get admission. Therefore, it is important for the education policy makers to focus on expansion of quality higher education institutions in rural India. With the raising aspiration of the new generation youths to pursue higher education, it is important to provide equal opportunity to all. This means that one's birth place or a geography must not adversely impact their aspiration, but mobility of a student must be purely out of choice and not because of the absent of higher education institutions.

**SHREYA TIWARI**

Enrolment No.: **20141019**

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| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
| Name of the Supervisor : | **Prof. Najma Akhtar** |
| Department/Centre : | **Department of Training and Capacity Building in Education** |

## Principals' Leadership Practices for Creating Democratic Spaces in Elementary Schools of Churu, Rajasthan

**Abstract of the dissertation:**

The research explores the role of two school principals in providing democratic education in their schools, by studying the structures, processes and practices adopted. It is a qualitative study of two public elementary schools situated in a rural setting in the state of Rajasthan, India. The sample consists of total of five respondents and four sites of observation each. The findings collated along four themes (Assembly, Classroom Teaching-Learning Process, Staff Meeting and Student-Gathering) confirm and provide Empirical evidence of a School leader's agency and influence on the Democratic Education provided in the schools.

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Dr. Kashyapi Awasthi** |
| Department/Centre : | **National Center for School Leadership (NCSL)** |

## Role of School Support System in Student Transition: A Study of Policies and Practices in School Education

**Abstract of the dissertation:**

The study focusses on the impediments faced by the government schools of Delhi in achieving quality education and strengthening schools, building effective support systems, and ensuring inclusive and safe environment. It questions the absence of *academic wholism,* a mechanism where students evaluate their own academic strengths and weaknesses, and the instructors give them affirmation or direction toward positive goals. It identifies the prominent gaps between the school stages (namely primary, elementary, secondary and senior secondary) that result in a lack of student preparedness curtailing him/her to be able to get inducted in the school and progress to higher educational levels.

Further, it demystifies the status of school support systems in terms of policy and practices provided in Indian education system, to locate valid reasons regarding school dropouts and out-of-school children; and track down the challenges faced by the teachers and principals at institutional level in terms of supporting student transition, especially at elementary and secondary grades.

Through descriptive survey from twelve government schools across south and south-west zones of Delhi, it examines the leadership practices and support systems created at school level for overall school improvement through primary data insights. Schools were selected using the U-DISE data and snowballing was done to identify school dropouts in the urban slums of *Jasola, Devli, Tigri, Sangam Vihar,* and *Ghitorni* to ensure data triangulation. Semi-structured interview schedules were conducted with the principals and teachers and FGDs were conducted with the students across the slums.

The content analysis of Committee and commissions reports post-independence besides NEP 1968, 86, (POA) 92 were weaved into the field survey and subsequent findings to construct a robust idea of school support system to facilitate student advancement and achievement across the levels. It magnified the issues related to urban migration and labour, thus bringing in the indispensable role of the school leaders to overcome them and mobilize school improvement.

**MONIKA MAINI**

Enrolment No.: **20151003**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. Kumar Suresh** |
| Department/Centre : | **Department of Educational Administration** |

## Idea of University in Democracy: Revisiting the Unity of Students and Teachers in Indian Public University

**Abstract of the dissertation:**

In democratic context, teachers are expected to play an important role in developing the values of equality and fraternity ensuring social justice for all in the university spaces from where they can diffuse to community. However, the ground realities reveal lack of cordial relationship among students and teachers from diverse backgrounds. The literature review also indicates that there is a scarcity of research in this area, therefore, this research aimed to answer following questions-

- How is the relationship between teachers and students visualized in the Idealist idea of the university given by German and Indian Philosophers?
- What is the relationship between teachers and students in contemporary Indian Public Universities in democracy?
- What are the constraints in achieving unity between teachers and students in contemporary Indian public universities in democracy?

Following the Interpretivist paradigm, the researcher did hermeneutic analysis of the texts written by Kant, Humboldt, Jasper and Habermas in German context and the texts written by Tagore, Radhakrishnan and Zakir Hussain in Indian context. The analysis revealed that the idealist idea of the university described a unified relationship among students and teachers based upon principles of unity of knowledge, pursuit of knowledge for knowledge's sake, commitment to objectivity, reason, collaborative learning, autonomy of learners and teachers and scientific outlook. This analysis formed the basis of collecting data from University of Delhi through a semi-structured interview schedule. The thematic data analysis revealed that the students and teachers in the contemporary university does not share a unified relationship. Rather, the relationship between them varies on a continuum from unified to conflicting. There are several conflicting areas that effects their relationship as well as the teaching learning process such as conflict of goals in attaining knowledge, gender stereotyping, regional biasness, departments working in silos, curricular objectives and linguistic differences. However, despite of conflicts there is a bonding between teachers and students with regards to advancement of knowledge, search of truth and community development. The policy makers should focus on developing a strong relationship among teachers and students by making appropriate curricular reforms for better teaching learning outcomes and for strengthening research output of universities.

**KRITI DAGAR**

Enrolment No.: **20151004**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. N.V. Varghese** |
| Department/Centre : | **Centre for Policy Research in Higher Education (CPRHE)** |

## Economics of Internationalization of Higher Education in India

**Abstract of the dissertation:**

Higher Education Institutions have become important agents for knowledge production and knowledge transmission. Internationalization of Higher Education facilitates cross-border flow of knowledge. Internationalization can take place in two forms- Internationalization at home and Internationalization abroad.

The dissertation focuses its attention on Internationalization abroad converging on cross-border flows between India and other countries. The cross-border flows take place within the GATS framework. It seeks to address the research questions such as How has cross-border mobility in higher education evolved globally? , What is the approach towards Internationalization of higher education in India? , What has been the extent of cross-border flows between India and other countries? and What are the economics of Internationalization of Higher Education? The purpose of the dissertation is to explore and understand the approach to internationalization of higher education in India from an economic lens. This study is exploratory based on secondary data sources. It has followed a mixed approach that is both qualitative and quantitative analysis. The study undertakes exploring data on student mobility, institutional mobility, programme and service enrolments etc. from UNESCO Institute of Statistics (UIS), ICEF Monitor, Association of Indian Universities (AIU), All India Statistics on Higher Education (AISHE) and Open doors data base (Institute of International Education) to understand the concentration and volume of educational flows as well as overall trends in academic mobility at a global and national level. It builds on specific analysis of Internationalization from an economic viewpoint i.e., to understand the returns to countries in terms of trade of higher education. The results indicate that internationalization of higher education has not yet advanced in India. The leaps taken are visible in efforts from the private sector but are not mirrored in public institutions of India. India thereby needs to bring forward internationalization actively in its integrated strategic planning framework.

**SWATI KUMARI**

Enrolment No.: **20151006**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Dr. Mona Sedwal** |
| Department/Centre : | **Department of Training and Capacity Building in Education** |

## Analysing Policy Trends in Continuing Professional Development Programs for Elementary School Teachers

**Abstract of the dissertation:**

Over the time, society has changed; Urbanization, Globalization, Industrialization and Global responsibilities demands for skilled, qualified and proficient people. This has made nations to opt for new agendas and novel visions so that emerged demands could be satisfied. A serious and promising education reform is mandate to ensure quality in education for seeking global competitors. The rejuvenation of education is absurd without teachers' involvement, teachers shape future of nation and so they are spine of education system. If one needs society to progress, education system and teachers needs to be changed first.

Being a professional, teachers must be capable of creating their own agendas, making decisions regarding their professional development and must have knowledge regarding human nature, school needs, learning process etc. Teachers are expected to keep pace with global and societal demands along with retaining their motivation, enthusiasm, energy and commitment to high quality teaching. These expectations has made teaching a challenging profession- and to confront these challenges; professional development of teachers needs to be strengthened.

Since independence, India has been using in-service training to represent professional development of serving. The trend is analyzed on the basis of expansion of teacher training institutions, changing responsibilities, visions and activities of institutions, financing in teacher education and structure of teacher training programs at block, district, state and national level. To understand the complete picture, only trend analysis is not sufficient and therefore, study has also attempted to explore experience of elementary teachers undergoing training programs, organized by DIET, through interview.

**PARUL CHAUDHARY**

Enrolment No.: **20151008**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. Rashmi Diwan** |
| Department/Centre : | **National Centre for School Leadership** |

## A Study on Working Styles of Women Principals in Colleges Affiliated to the University of Delhi

**Abstract of the dissertation:**

The study is based on the working styles of the principals. The study has provided answers to some of the questions like how does women principals work in the colleges of the University of Delhi? What procedure do they follow to reach the decisions? What kind of strategies do they use to resolve the conflicts and day to day issues in the administration of the college? How do they maintain their relationships with staff members and students in the colleges?

The quest for the answers brought many dimensions with it. It helped to understand the working styles of the principals along with the faculty perceptions about them. The research is qualitative in nature. The sample comprised of 75 people including 7 principals and 68 faculty members of eight different colleges. Semi structured interviews, Flinder's Decision Making Questionnaire and Thomas- Kilmann Conflict Resolution Questionnaire have been used for data collection.

The findings based on the Flinder's Decision Making Questionnaire reflected that all the principals use the vigilance approach to making the decisions. They also use Buck Passing and rationalization to some extent. The principals resolve the various types of conflicts such as interpersonal, intrapersonal, intra- organizational, inter- organizational, and individual-organizational conflicts. The results of Thomas- Kilmann Conflict Resolution Questionnaire have highlighted that conflict resolution styles of the principals vary with the situations. The findings have shown that Collaborating Style was moderately used by all the principals. The majority of the principals followed the Avoiding Style. All the principals incorporated the conflict resolution style as per the necessity and intensity of the issues.

The principals incorporate various strategies for the effective functioning of the colleges such as open discussion among the faculty members on the issues, open door policy or accessibility to the principal, cordial relationship with effective communication skills, sensitivity for people, giving responsibilities to the capable people as well as to problem creators. Principals participate in various academic activities and become the members of educational bodies and committees at national and international levels.

**BAGESH KUMAR**

Enrolment No.: **20151009**

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| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
| Name of the Supervisor : | **Dr. Naresh Kumar** |
| Department/Centre : | **Department of Educational Policy** |

## Discrimination in Higher Education: Understanding Meaning and Practices

**Abstract of the dissertation:**

My study is based on the lived experiences of the socially marginalized students in an elite public university situated in Delhi. It uses qualitative methods (including interviews— formal and informal and observation— direct and indirect) to describe the everyday experience of discrimination, alienation and exclusion faced by Dalit and Adivasi students. This study contributed to understanding the limitations of practices of inclusion and reflecting on the reproduction of caste inequalities within educational institutions.

**SANDHYA DUBEY**

Enrolment No.: **20151010**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. Mona Khare** |
| Department/Centre : | **Department of Educational Finance** |

### Impact of the Public Education Expenditure Across Different Levels on Higher Education Access in India: A Panel Data Study

**Abstract of the dissertation:**

India is the country with highest youth population in the world. Therefore, the future of India and its higher education highly depends on how India will design its higher education access policies and its approach towards financing the same. This study analyses the impact of educational finance on higher education access in India by using fixed effect models. Study shows that there is negative relation between the public spending in elementary education and higher education access but spending in secondary and higher education positively influence the college access. It is also found that there is a negative relationship between per student expenditure in higher education and the higher education access. This relation is more intensely negative for high-income states of India. This is mainly due to the increasing privatisation in higher education sector to cater the rising demand of the higher education on one hand and gradual withdrawal of public funding from higher education on the other. Next important result is weak impact of educational finance on college access of scheduled castes and scheduled tribes in comparison to cumulative and female enrolments. The study further shows that the increase in economic growth highly enhances overall college access but not in case of scheduled castes and scheduled tribes. At last, statistically insignificant relation has been detected between spending on scholarships and higher education access.

**NILANJANA MOITRA**

Enrolment No.: **20151011**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Dr. V. Sucharita** |
| Department/Centre : | **Department of Educational Administration** |

## Understanding Enablers and Barriers to Employment Amongst Higher Educated Tribal Youth of Jharkhand

**Abstract of the dissertation:**

Educational policies addressing the economic development of tribes have transformed tribal livelihoods to some extent, but more significant are the changes in their aspirations. Benefits of modern education need to percolate to rural tribes and not merely remain an urban phenomenon. Increasing anxieties about the possibility of downward mobility due to non-access to decent employment opportunities amongst the higher educated tribes if not considered as an early sign of worry could aggravate critical effects of development deficit such as extremism in India. The poignant question is how address these issues and what needs to change. The gap between understanding tribal development and planning for them needs be filled by sound empirical researches.

The objectives of this research were to understand different factors influencing the participation and transition of tribes from higher education to employment and capturing socio-cultural changes amongst higher educated Tribal youth. The research questions tried to understand the socio-economic status of the respondents in relation to employment; identify the barriers and enablers to employment and the perceptions of tribal youth towards higher education and salaried employment. The study was conducted in Jharkhand, a state with 26% tribal population and severely affected by development deficit, including unsatisfactory status of higher education. The research employed intensive in-depth interview method conducted in three phases using semi-structured interview guide. Additionally, observation in natural setting, focused group discussions, key informant interviews and respondent socio-economic profiling was used for data triangulation.

The barriers could be categorized at the societal, institutional and individual levels and enablers at the services, skills, resource and networks level. The research revealed that non-recognition of tribes' unique heritage, discrimination at different levels, inadequate socio-economic resources and structural inequalities make the tribes' fight way up the dominant culture more difficult. Some enablers help the tribal youth to emulate a 'modern educated' lifestyle but they are often taxed by a growing contradiction in their self-identity. This paradox within the higher educated tribal youth's worldview was analysed using Albert Hirschman's theory of 'exit (or de-tribalization by emulating the dominant culture); voice (as agency) and loyalty (as revivalism)' which are three distinct means of trade-off that the tribal youth adopt. Education system should focus on providing the tribes with means to understand their past and analyze their present, hence accepting reforms in their own lives and strongly voicing their concerns and identity.

**SONAM ARORA**

Enrolment No.: **20161001**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Dr. N.K. Mohanty** |
| Department/Centre : | **Department of Educational Planning** |

## An Analysis of Participation and Expenditure Patterns of Private Coaching at School Education level in India

**Abstract of the dissertation:**

Education in the developing countries is considered as a key determinant of economic development and economic growth. The increasing demand for education and provision of private supply has turned education into a commodity which has the potential to reap monetary benefits. The phenomenon of private coaching has widened in many countries so much that it can be considered as a third emerging education sector, in addition to public and private school sectors. There are both micro and macro factors determining the growing demand of private schools and private coaching. Many research studies have been done on the changing trends of Education in India and both supply and demand sides at micro and macro levels have resulted in rising privatization of education. With the entry of private players, India witnessed a change in the landscape of education on both supply and demand sides. With the increasing demand of education and acknowledgment of its benefits, there is a need to study the trends of private coaching. There is no systematic evidence on the rising participation and expenditure of households on private coaching which creates a gap in research in India. This present study is a modest attempt in this direction with an aim to fill the gap and provide a vision towards the booming private coaching industry in India. The purpose of the study is to explore trends of private coaching and understand participation and expenditure patterns of private coaching by Indian households at school education level along with certain policy implications and recommendations. The study is empirical in nature and based on secondary data sources.

**NIDA KHAN**

Enrolment No.: **20161003**

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| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
| Name of the Supervisor : | **Dr. Savita Kaushal** |
| Department/Centre : | **Department of Training and Capacity Building in Education** |

## Functioning and Management of Minority Schools: A Study of Selected Schools in Delhi

**Abstract of the dissertation:**

Attainment in education is deemed to be one of the key indicators of development of a marginalized community. In case of minorities, under Article 30 the Constitution of India has given special rights and privileges to both linguistic and religious minorities to establish and administer educational institutes of their choice. Thus through my M.Phil. Research work I have tried to understand how far the special privileges granted to minority educational institutes under Article 30 is a functional reality and if not, then what are the issues and challenges faced by the same. The research aim to highlight what is the accepted concept of minority at national and international level, constitutional provisions and educational right of minorities, the present socio-economic and educational status of the minorities, what are procedure and criteria for establishment and administration of minority institution and finally to understand the applicability of these theoretical concepts by looking at the empirical reality taking into account the management and functioning of Sikh and Muslim minority schools in Delhi. Total of 10 minority schools, 5 each from both the communities were taken and mixed method approach was adopted for data collection and analysis. Broadly issues in minority educational institutions comprised of lack of clarity over minority school definition;misconception regarding 50% Reservation in Minority institutions,fake minority status certificate,issue of funding, delayed payment of salary, forced to absorb staff, lack of adequate teaching and non-teaching staff etc. all directly related to functioning and management of minority institutions. The study has attempted to explore the present policies and programmes in place for the minority educational institution and what are the practical difficulties faced by them, through empirical evidence based on Sikh and Muslim minority schools in Delhi in terms of their functioning and management and possible solutions to the problems.

**SHALINI**

Enrolment No.: **20161004**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. Neeru Snehi** |
| Department/Centre : | **Department of Higher and Professional Education** |

## Internationalisation in Indian Higher Educational Institutions: A Case Study of Jawaharlal Nehru University

**Abstract of the dissertation:**

Universities have been the place for transforming the lives of human beings and enabling them to become a productive part of society. They are to bridge thegap between elite and commoners. An important tool to achieve this objective can be 'internationalisation'. It prepares and develops the university to cater the challenges related tosocio-economic and cultural diversity apart from other related factors coming its way. The core values which the university has inherited from its very inception are more relevant to cater the issue of diversity and inclusive perspectives in the university. The dissertation explores the internationalisation 'at home', contextual to Indian higher education system, through the case study of Jawaharlal Nehru University (JNU). The study exercised secondary (document analysis) and primary data (semi-structured interviews and observation) to achieve the objectives. The focus is to discuss the that how a public university can develop internationalisation through supporting the non-mobile students of domestic category and also attracting and supporting the international students in a diverse and inclusive environment.

**NIVEDITA SAHNI**

Enrolment No.: **20161005**

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| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
| Name of the Supervisor : | **Prof. Veera Gupta** |
| Department/Centre : | **Department of Educational Policy** |

## A study on the Concept of Disability in India with Special Emphasis on the Assessment Procedures of Children with Special Needs (CWSN)

**Abstract of the dissertation:**

The researcher attempted to study the concept of disability in India in light of the social model of Disability. An extensive review of present related literature in India was carried out to gain insights for the first part of the study. The second part of the study laid emphasis on the assessment procedures of Children with Special Needs (CWSN) i.e. Children with Intellectual Disability namely: Mental Retardation, Autism or Specific Learning Disability. 35 interviews were conducted from the Class Teachers, Special Educators, School Principals, Counselors and Children with Special Needs of two Inclusive schools of Delhi. The open-ended interview schedules for each of the service providers and CWSN were made by the researcher. It was found that the concept of Disability in India is still based on the Medical Model. The study revealed that apart from getting exceptions and remunerations, there is no other role of a disability certificate in the education of CWSN. Access to the disability certification is highly time consuming and challenging for the parents as well as for the CWSN themselves. The study also revealed gaps in the existing formats of Disability Certification with respect to the social model of disability. The study concludes with a set of suggestions given by the Service Providers in the assessment and certification process of CWSN with respect to the social model of disability.

**HARLEEN KAUR**

Enrolment No.: **20161006**

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| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
| Name of the Supervisor : | **Dr. Mona Sedwal** |
| Department/Centre : | **Department of Training and Capacity Building in Education** |

## A Study on Educational Experiences of Students with Physical Disabilities in Higher Education

**Abstract of the dissertation:**

The motive behind this study was to understand how higher education may remain inaccessible to some students. The idea was that students with disabilities have additional support needs as compared to their peers and therefore this may affect their educational experiences. Additionally, the literature suggests that people with disabilities face attitudinal barriers in society and physical barriers in the build-in environment.

In this context, this study sought to examine two questions:-

1. What are the educational experiences of students with physical disabilities in higher education?
2. To what extent do higher education institutions undergo adaptation and equip themselves for the students with disabilities who have gained access to the system?

The study was conducted during the 2017-18 academic session, in different colleges of the University of Delhi, through interviews, with 10 students with physical disabilities, which sought to understand students' perceptions and experiences of interactions with people and services in their institutions.

The qualitative data was analysed through a conceptual framework prepared by employing the social model of disability, Bronfenbrenner's ecological model of human development and the concept of ableism, in the context of the provisions laid down for students with disabilities in Indian higher education system.

Two main conclusions were drawn from the study:

– That students with physical disabilities face ableist bias in HE and are denied reasonable accommodations. Additionally, the onus of getting included in the HE system is on the individual students which is why their personal attributes like self-advocacy and the effect of school and family play decisive roles in their success.

– The policy-making discourse with regard to the HE of people with disabilities is still largely embedded in the medical model of disability as against the models, which have in recent history, emerged out of the disability rights movement.

**PARMINDER KAUR**

Enrolment No.: **20161007**

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| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
| Name of the Supervisor : | **Dr. Manju Narula** |
| Department/Centre : | **Department of Educational Administration** |

## Professional Preparation of Elementary School Teachers: A Study on B.El.Ed Program in Delhi University

**Abstract of the dissertation:**

Teachers possess a highly significant position in the educational sphere and therefore no education system cannot be aloof from these significant stakeholders in order to realize its envisioned goals. If the teachers possess such an indispensable role, so does their education hold immense vitality which presently stands at an ailing end delivering the compromising quality in the classrooms. Despite tremendous efforts at both policy and practice ends the overall education system is unable to meet the desired aims shedding the onus on the poor teacher professional preparation. This research study is an attempt to recognize and reflect on the practical undertaking of one of the promising teacher education course in Delhi University. It also responds to the dire need of professional preparation of teachers at the very preliminary stage and therefore meets the rising demands of the budding professionals in the education arena.

This qualitative study presents a case of one such Pre-Service teacher education course, B.EL. ED (Bachelors in Elementary Education) presently transacted in Delhi University that re-conceptualized the overall scenario of nation's teacher education with its onset. The course holds a unique identity with its distinct intent, structure and function altogether that cater to the needs of the teacher education system efficiently. For better assimilation of the research the study is well dissected into various chapters that provides an actual essence of it and discusses the case of B.EL.ED in particular. The voices of the different stakeholders of the study definitely provides ample glimpses of the operational evidence of the course on the field. The highlighting of the concerns raised by the participants adds strong basis to this research pointing out the policy-practice interface that strongly prevails in the system. The professional preparation of teachers that must witness essential shifts in the education system of the country making it equally sound and responsive.

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Dr. V.P.S. Raju** |
| Department/Centre : | **Department of Educational Finance** |

## A Study of Academic and Non-Academic Challenges faced by First Generation College Learners as Undergraduate Students

**Abstract of the dissertation:**

Post-1990s higher education in India has been expanding in a way that has allowed access to education for many more students, which in turn changed the very nature of the higher education system in India, from Elite to Massification (Rao, 2017). Massification of higher education in India has significantly increased the number of first-generation students attending university who mainly come from

"disadvantaged social backgrounds, such as Scheduled Castes (SCs), Scheduled Tribes (STs), minorities, Other Backward Classes (OBCs), Women and populations living in remote and rural hinterlands..." (Rao, 2017, p.142). However, very little is known about these students, their reasons for enrolling in university, and whether their time in university is beneficial to their lives. This paper will address this gap in knowledge by answering the following questions: Who are the first-generation university students in India? Why are they entering the higher education system? And what challenges do they face while enrolled in higher education in India?

Using a qualitative case study approach, I studied the trajectories of five participants in a large public institution in Delhi, India. Preliminary findings indicated that participants value higher education as a key to social upward mobility, through better employment outcomes, and to resist gender/caste specific roles. The challenges they face were mainly related to academic integration, student-teacher relationship, cultural mismatch and social integration due to lack of parental guidance (Banerjee, 2013), lack of cultural and social capital, low self-confidence, and lack of academic preparation (Singh, 1989). These findings offer higher education administrators and policy-makers information for improving the experiences of first-generation students.

**AYSHA MALIK**

Enrolment No.: **20161010**

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| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
| Name of the Supervisor : | **Dr. Suman Negi** |
| Department/Centre : | **Department of Educational Planning** |

## School Consolidations and its Impact on Students: An Analysis of the Rajasthan School Merger Policy

**Abstract of the dissertation:**

Right to Education Act (RTE) is one of the most important fundamental rights that aims to provide access to all the children between the age group of 6 to 14 to elementary education. Implementation of this act has improved the access to elementary education as the GER has reached 99.21 in 2015-16 at primary level. But access to good quality education that affects the social, economic and political transformation and is a key instrument for building an equitable society is yet to be achieved. To achieve the goal of quality in education, now government of India has shifted its policy focus from the input-based to outcome-based targets. The basic goals for the shifting of policy implementation is to improve school effectiveness measured in terms of equal opportunity for schooling and equitable learning outcomes within the framework of inclusive and quality education according to the sustainable development goals (SDG) for education. School Merger policy is one of the examples of this policy shift in the state of Rajasthan. It is one of the first States that implemented the school mergerpolicy in 2014 at large scale on the basis of enrolment and distance norms laid down by RTE Act 2009. Overall, the major findings of the study were that school merger policy has implemented without having full-flagged policy document and proper methodology in terms of school identification and merger process. Children have been affected their right to having neighborhood school because of the process of school merger in Rajasthan.

**ABHISHEK PANDEY**

Enrolment No.: **20161011**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
|---|---|
| Name of the Supervisor : | **Dr. Sangeeta Angom** |
| Department/Centre : | **Department of Higher and Professional Education** |

## The Problem of Governmentality and Emergence of Universities: A Comparative study of India and Australia in late Nineteenth Century

**Abstract of the dissertation:**

This study was an attempt to understand the 'agenda of university' which came to be established in the non-Christian societies like India and Australia. Moreover this study began with the premise that the only similarity between India and Australia is that both are non-Christian societies and both were the colonies of Britain, but the nature of both these colonies were different i.e. Australia is a settler colony whereas India is a colony by conquest. Hence the primary imperative of this study was to understand structure of governance of both these colonies and how did in these different colonies university resolved the problem of governmentality. In this study I have tried to make an argument that the agenda of establishing university in different colony is different though they were established on the model of London University in both Australia and India. However, there was an implicit relation with the mother county in the settler colonies whereas there was both implicit and explicit relation with mother country in the case of 'colony by conquest'.

**VANDANA TIWARI**

Enrolment No.: **20161012**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
|---|---|
| Name of the Supervisor : | **Dr. S.K. Malik** |
| Department/Centre : | **Department of Educational Policy** |

## Stakeholders' Understanding of Policy Intent: A Study of Section 12 (1) (c) of Right to Education Act (2009) in Selected Private Unaided Schools of Delhi

**Abstract of the dissertation:**

Democracy of India is based on the constitutional principles of social justice, equality, liberty and fraternity. In order to exert these principles our school system need to provide an equitable space where children from different socio economic and cultural background can 10 come together and learn in a democratic learning space. In order to abide the constitutional principles, our education system need to be inclusive and democratic in nature and that should be the main objective of our education system.In this context where idea is to provide more inclusive and equitable space, the role of schools becomes much important in asserting the constitutional provisions. Schools are required to provide a space where all children can learn without any fear of discrimination and exclusion. This study focused on the intention of section 12 (1) (c) as stated in policy text; official documents; and court judgements; it explored the perceptions of different stakeholders about the intent of section 12 (1) (c). andidentified the issues and challenges faced by stakeholders during implementation of the policy. The study was purely a qualitative study, where an attempt was made to understand the perceptions of different stakeholders about section 12 (1) (c) of Right to Education Act (2009). The research study was an in- depth study to understand the perception of parents, teachers, principals and administrator about intent of section 12 (1) (c). Researcher entered to the field with two major objectives, one of the objectives dealt with the understanding the stakeholders perception about intent of section 12 (1) (c) and second was in relation to the challenges and problems stakeholders are facing in order to implement the intent of the policy. In total 24 unaided private schools of Delhi were approached for data collection. Criterion behind the selection of the schools were these (1) school should be recognized private unaided elementary/ primary school (2) school should implement 25% seats reservation for children from economically weaker section and disadvantaged group.Documents were the greater source which helped to map out the formal framework of section 12 (1) (c). Several secondary sources like official documents, regulations, guidelines, notifications and minutes of the meetings and other relevant documents were deeply examined in order to trace the historical background of section 12 (1) (c).In-depth interviews with parents, principals, and teachers were conducted. It was assured to the participants of the research study that names of the recognized private unaided schools and household visited were kept confidential. Observation is used as an important tool for data collection. Non participant observations were used to great an extent for collection of data.

**MRINMAYEE MANDAL**

Enrolment No.: **20171001**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. K. Srinivas** |
| Department/Centre : | **ICT & Project Management** |

## Education Technology In Schools: Locating the Teacher in the Changing Landscape of Teaching-Learning: A Study in Secondary Schools in Delhi

**Abstract of the dissertation:**

Education technology is globally transforming the way in which school education is being envisaged. With the advent of globalisation and the infiltration of technology and communications, a fast-growing concept of ed-tech has gained momentum in academic pursuits, whether in school or higher education on one hand or for skill-based learning or preparation for competitive exams on the other. In the light of all of these rapid interventions, it needs to be noted that one of the key players who would need to adapt to this changing environment is the teachers. The teachers primarily form the link between the curriculum & content and the students, but more important is the human intervention of a teacher that imparts not only content through a fixed syllabus but much more learning through interactions with the students. Thus, there is a need to understand how the teacher is involved in this construction of new-age teaching-learning processes and how their work and interactions with student are faced with changes due to the advent of ed-tech. Also, the mainstream teacher education and professional development available to the teachers are somewhat stagnant as they do not respond to external change at a fast rate, whereas on the other hand, technology is evolving at a pace and getting introduced in applications in various arenas at a much faster rate. It needs to be seen how that influences the teaching-learning process within the formal education system. There are several questions that are thus raised- What is the role of the teachers in the changing teaching-learning space? What is their contribution in decision making and transacting with technology? What are the work space issues regarding resources, training/capacity building, participation in decision making regarding the need and extent of use of technology as teachers become the first users of technology when it is used as a tool for classroom transaction.

**ISHA VERMA**

Enrolment No.: **20171002**

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| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
| Name of the Supervisor : | **Dr. Kashyapi Awasthi** |
| Department/Centre : | **National Centre for School Leadership** |

## A Qualitative Study Exploring the Integration of Social Justice in the Diploma in Elementary Education (D.El.Ed) Programme in Delhi

**Abstract of the dissertation:**

There has been a long time focus on ensuring technical competence in teachers in the Indian context, however it is important to question if teaching for social justice is separate than the questions of teachers having technical competence (Ziechner, 2009). Preparing teachers from a social justice perspective can respond to an urgent and unrelenting crisis: the persistent failure on the part of education to support all students especially marginalised students. If the current programs prepare teachers who will not be able to analyze the social and political dimensions of their practice, then we need to alter our teacher education programs. While teacher education programs promise to advance the preparation of teachers to work with diverse students, little is known about their efforts and what social justice means in the context of the program.

This dissertation begins to address this gap by examining the efforts made by a teacher education program in India towards preparing elementary school teachers to teach for social justice in diverse classrooms. The study addresses the following research question: How the Diploma in Elementary Education (D.El.Ed) programme provides scope for practicing social justice in an integrated fashion across the courses?

The methods used were semi-structured interviews with 10 teacher educators purposively selected and non-participant observations of classrooms across three District Institutes of Education and Training (DIET) in Delhi. One week was spent at each DIET, observing classes and interacting with teacher educators and students. The data source included interviews with teacher education faculty, a review of programme and course documents (curriculum and content), and classroom observations (pedagogy and language). Archival data was reviewed such as the curriculum, course syllabi, and pre-service teachers' lesson plans and assignments.

As the policy reforms in India increasingly focus on technical solutions to educational inequality, this study provides crucial insights to teacher educators and policy makers to think critically about ways to prepare and support pre-service teachers to teach for social justice.

**KAVYA CHANDRA**

Enrolment No.: **20172003**

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| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
| Name of the Supervisor : | **Dr. S.K. Mallik** |
| Department/Centre : | **Department of Educational Policy** |

## Community Participation and Social Accountability: A Study of School Management Committees in Selected Schools of Delhi

**Abstract of the dissertation:**

Decentralized forms of governance in education have been theorized as processes that help enhance school accountability. An active relationship between the community and the schools paves the foundation for a system of education that is equally participatory and responsive from both ends. The 1986 National Policy on Education led to the setting up of an institutional framework for community participation at district and sub-district levels in the form of District Boards of Education and Village Education Committees (VECs). This process was further strengthened by the constitutional amendments relating to the Panchayati Raj institutions. The RTE Act, 2009 mandated the formation of School Management Committees in all schools to ensure parental participation in strengthening school performance.

In Delhi, governmental intervention has brought in reforms to strengthen and empower the SMCs in all schools under the Delhi Directorate of Education. Reforms have been introduced in the structural apparatus of the school system, in the composition of the SMCs, new platforms for deliberative discussion amongst all stakeholders of the school system have been created. These reforms, introduced through the Delhi RTE Act, 2013, have been implemented across all the DDE schools. Like all reforms, these reforms have also influenced the functional dynamic of the Delhi schooling system by empowering certain stakeholders, adding new mechanisms to facilitate participation and creating new platforms for engagement. This study's objective is to understand how these reforms have influenced the accountability relationships amongst the different stakeholder institutions that comprise the schooling system. The broader question the research aims to answer is if the reforms introduced have an impact on the participation levels of the community in the schools, and if this participation impacts the accountability relationships between the stakeholders accountable, i.e., the school leaders, teachers, administrators, political leaders and community members.

**PRATIKSHA TRIPATHI**

Enrolment No.: **20192003**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. Kumar Suresh** |
| Department/Centre : | **Department of Educational Administration** |

## Civic Engagement in Higher Education Context: Understanding Civic Awareness among Students

**Abstract of the dissertation:**

The values and expectations around education have become dynamic in nature and scope. While the market processes have gained importance in creating job oriented professional and technical courses on the one hand, the need for ethical and moral development has been constantly realized and gained growing importance in the discourse around holistic education on the other. Various studies suggest that students pursue education to achieve their individual aspirations, neglecting social and civic aspects of the learning in this process. The discussion is based on the broader theme of civic engagement, exploring the ideas of citizenship and public sphere. The concept of civic engagement is a complex one, whereby community-oriented learning, service-learning, social responsibility of the university etc, are being debated and unraveled in newer contexts. The implicit role of education historically has been one of educating students for democracy and citizenship. The notion that for a vibrant democracy to exist and sustain, a participatory and engaged citizenry is required has gained wide recognition. Civic engagement is extensively discussed, most importantly for service-learning and education for citizenship which focuses on the need for universities to connect with the society through institutionalized structures in order to remain relevant and create a compassionate citizenry. However, the vast literature that talks about values of civic learning do not assure the right kind of implementation that allows for an organic link between the university and the community. It paves way for such linkages to be formed through curricula and institutional practices which find a way into the evaluation system, thereby becoming self-contradictory in nature. Instead of instilling a value for service, it makes it an academic requirement. The individual experiences that get built during these exposures cannot be completely denied, but it is questionable whether they are sustained and constructive for the students as well as the communities they are involved with in the longer run. It is felt therefore, that the nature of engagement that occurs within the university sphere must also receive attention. It must be seen through student experiences and institutional responses must be factored. An attempt is being made to touch upon a few of these aspects and build a constructive framework that can evaluate and contribute to the notion of civic engagement within the higher educational sphere.

**RIDDHI JAIN**

Enrolment No.: **20171005**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. Vineeta Sirohi** |
| Department/Centre : | **Department of Educational Administration** |

## A Study of Vocational Education at Senior Secondary Level in Government Schools of Delhi

**Abstract of the dissertation:**

The research aimed to study the policies of vocational education at school level, the structure of vocational education program in selected senior secondary government schools of Delhi, the school industry partnership in imparting vocational education in school and to study the perceptions of stakeholders about the vocational education program at school level. The major policies of vocational education in India are National Policy on Education, 1968, National Policy on Education, 1986, Centrally Sponsored Scheme of Vocationalisation of Higher Secondary Education, 1988, National Policy of Skill Development, 2009, National Policy for Skill Development and Entrepreneurship, 2015. The study gives an insight about the management structure for vocational education programme for senior secondary schools of Delhi. It is divided under four parts or components namely delivery of curriculum, payment of remuneration to Vocational Coordinators (VCs) and Vocational Trainers (VTs), project management and skill certification. The first component is the delivery of curriculum which is undertaken by VTs. VTs teach specific trades in the schools and are hired by Vocational Training Providers (VTPs). VTPs are the companies empanelled by National Skill Development Council (NSDC), which hire VTs and Vocational Coordinators. Some of the VTPs are IC Edu Skills Pvt. Ltd., Empower Pragati, IL&FS Skill Development Corporate Ltd. etc. There are different trades being offered to students under the vocational education programme. The trades are Travel and Tourism, Information Technology (IT), Financial Market Management, Retail Management, Security and Automobile.

The trades are offered as part of the CBSE curriculum, which is in compliance with NSQF. The VCs and VTs were recruited by the VTPs. VTs also undergo on-the-job training.As far as the enrolment of students in vocational education programme was concerned, it was seen that the subject was compulsory in a few schools in Class XII, while in some schools, it was an additional voluntary subject.

The study revealed that school industry partnership is involved majorly in three activities namely industry visits, guest lectures and On-the Job trainings (OJTs) of the students. Though, only a few of the industries were involved in all the three activities with the schools and not all the industries were involved in all the three activities with the schools. Some industries were giving guest lectures, some were providing OJTs and some others were organizing visits to their industries.

The perceptions of the selected stakeholders were studied. Various challenges and suggestions were made by the selected stakeholders on the vocational education program in school.

**SANDEEP SINGH**

Enrolment No.: **20171007**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Dr . Savita Kaushal** |
| Department/Centre : | **Department of Training and Capacity Building in Education** |

## Idea of Equity and its Reflections in Navodaya Vidyalaya

**Abstract of the dissertation:**

Navodaya Vidyalaya, Kaushambi has performed transformational role in lives of students in many ways and it is helping them develop capacities which are needed to compete in modern competitive era. Scepticism towards Navodaya Vidyalaya system because of diversion of funds and elitism is not true in case of Navodaya Vidyalaya, Kaushambi when compared with other schools. Transformation through inculcation of new values and new skills which lead to empowerment and change in their perception regarding themselves is crucial step towards equity. Soft skills are helpful not only in creating more job opportunities for them but also give them confidence to stand for things which they believe in.

Navodayan environment is helping students in breaking stereotypes regarding issue of caste and gender inside as well outside Navodaya Vidyalaya. They are also influencing their parents and family which is a positive change. It can also be seen as guiding light towards conflict reduction even in case of inter-religious interaction. Roger Simon mentioned that education plays important role in creating vision for future by legitimation and preparation of particular form of life (Giroux 2011). Students and their views regarding caste and their wish to see caste less, discrimination free society are promoted in Navodaya Vidyalaya, Kaushambi.

In short Navodaya Vidyalaya gives a hope for a better society based on new values which are non-discriminatory and keep dignity of individual in centre stage. Change in perception towards caste inequality, caste system and untouchability are visible and students are taking it as a positive change. This process of change in student's behaviours in natural setting due to interaction can be taken as model process to reduce caste prejudice in another spaces. It represents ideal model of inter caste dinning and inter caste living which is rare in villages. In era where identity-based conflicts are dominating world, role of Navodaya Vidyalaya should not be evaluated only on the basis of its academic excellence and it should go beyond that. Criteria of evaluation and justification for public funded institutes like Navodaya Vidyalaya should be broadened and include new standard which consider these changes which has positive contribution in society.

**SHAMBHAVI GOSAIN**

Enrolment No.: **20171010**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. Sudhanshu Bhushan** |
| Department/Centre : | **Department of Higher and Professional Education** |

### Understanding Capabilities: Studying the Higher Education Experience in Delhi University

**Abstract of the dissertation:**

Scholarship on higher education has dealt with numerous meanings of what constitutes a 'university' and 'university life'. The common sensical idea of a university envisages it as a site for imparting universal knowledge. In the neo-liberal era, knowledge has been universally recognised in terms of cognitive learning, skill learning, rote learning, on offering entitlements to income and employment; thereby neglecting the well-being, choices and freedoms of those who are the recipients of this knowledge. This means that education and its impact on an individual is not solely limited to its academic aspect. Whatever happens outside the textbooks and classrooms plays an equally, if not more, significant role in determining an individual's experience of gaining education. Thus, a neo-liberal perception of knowledge creates an exclusive space for its stakeholders.

This research attempts to explore, through a central university using focus group discussions and in-depth interviews, the capabilities of students which are essential for understanding the essence of university life. This has been done by developing a conceptual framework to define certain freedoms necessary for understanding the university life. However, these freedoms and choices cannot be understood in isolation. To overcome this gap, the research also focusses on how freedoms and choices of students are affected by various social contingencies.

Based on the responses given by the students of University of Delhi, the research reveals that the freedoms designed for this study in order to understand the life of a university are further affected by numerous factors (institutional, social or cultural). Thus, the research, through the lens of capability approach identifies how neo-liberalism has impacted the university life and discloses how university life gets affected when students are deprived of their freedoms and choices (because of their social contingencies).

**NAOMI PRACHI HAZARIKA**

Enrolment No.: **20171011**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. Manisha Priyam** |
| Department/Centre : | **Department of Educational Policy** |

## Urban Marginalities, Educational Aspirations and Social Policy: An Ethnographic Enquiry

**Abstract of the dissertation:**

This thesis examines educational aspirations amongst school children preparing for transition and the supportive role of social policy in this regard within the context of urban marginalities. The twin accounts of educational aspirations and state social policies are examined within the urban margins which are ordinarily referred to as slums or unauthorised settlements in the shadows of urban settlements. The research examines with the use of ethnographic tools the nature of educational aspirations amongst socially disadvantaged working class who are also especially ghettoised in pockets of the cities. The argument is that education plays an important role in providing a ladder for upward mobility in educational aspirations. This possibility of mobility is both an aspiration and a method of ensuring equitable urban citizenship. Using the case study of urban marginal citizens in the unauthorised settlements of Sangam Vihar in South Delhi, this research examines how urban marginalities themselves become a barrier in achieving the educational aspirations and post school transitions to the jobs. The research not only looks at schools but also Private spoken english institutions such as the "Freedom English Academy" in this unauthorised. settlement and maps out how these academies work as a tool for youth aspirations. The research also examines state support in the form of social policy and counselling. However, the findings indicate that once the youth become identified as residents of urban spaces the possibility of advancement remains very low.

**JITSUN LAMO**

Enrolment No.: **20171012**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
|---|---|
| Name of the Supervisor : | **Dr. Sangeeta Angom** |
| Department/Centre : | **Department of Higher and Professional Education** |

## Academic Capitalism and the Capabilities of Disadvantaged Students in Higher Education

**Abstract of the dissertation:**

An individual's educational journeyneeds to be perceived as an end in itself. The final outcomes or attainment of learning objectives is by nature of great significance, but the experiences to reach these goals also play an essential part in enhancing or diminishing the intangible educational outcomes that are equally important for one's holistic development and well-being. Hence, it is imperative to study what factors influence these experiences.

The present research attempts to study the influence of one such prevalent factor i.e.,academic capitalism, on the capabilities of students who come from disadvantaged backgrounds, in higher education. Academic Capitalismcan be understood as "*market and market like behavior at both institutional and individual level*" (Slaughter andLeslie, 1997). Whereas, Capability Approachis an alternate perspective to the utilitarianism and resource-based approaches, which claims that a person's well-being needs to be assessed by the freedoms she actually enjoys to choose the life that one has reason to value. Hence, capability "represents an individual's freedom to achieve well-being" (Sen, 1992).

The study employs the interview method to understand how academic capitalism causes capability deprivation(s) in a student's life. The other attempts of the study are to understand how academic capitalism can manifest in an institutional setting; how the idea of it can be expanded; and what are the basic idea of capabilities w.r.t students in higher education who come from disadvantaged sections of the society. The broad themes that emerged, highlight the issue of access; social appropriation in academic research culture; unpacking the fund cuts in the discipline of humanities and social sciences; the merits and demerits of publication trend; hegemony of the English language; changing attitude of the administration; and the struggle for sustenance and the means that the students have to engage in, so as to survive.

**JYOTI ARORA**

Enrolment No.: **20171013**

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| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
| Name of the Supervisor : | **Prof. Neeru Snehi** |
| Department/Centre : | **Department of Higher and Professional Education** |

## Equitable Access in Higher Education: Revisiting the GAPS in India

**Abstract of the dissertation:**

According to Kuznets hypothesis, known as Kuznets curve, inequality curve with respect to development/growth of a country is 'inverted U' shaped. This is to say that the inequalities in a country, at initial stages of growth first increases, and then starts declining after it reaches equilibrium level of growth and development. However, there are many economists who have empirically contested this hypothesis. But inequalities, today, have rather grown even in developed countries of the world. The gaps has widen at the global level as well except the countries like Denmark and Norway. These gaps do not exist just in income levels but also in social sector (like education and health) as well. The case of rising inequalities is also clearly visible in the higher education system in India as well as around the globe.  The higher education system in India has expanded since independence acknowledging higher returns from higher education and the positive externalities that spill over for national growth and development. But as higher education sector in India is expanding and reached the stage of massification, not all sections of society reap equal benefits. Some sections of society lag behind while others climb the ladder of success. There are unequal opportunities takingforms of unequal access, progress and completion. Access and participation in higher education is, nonetheless, limited to one-fourth of the population with GER 25.8% (2018) even after seven decades of independence. Keeping this as background, the main objective of this study was to understand and analyze various forms of inequities present in Indian higher education primarily to have a holistic planning to reap the benefits of demographic dividend and achieve SDGs targets towards 2030. For this secondary data from AISHE and NSS has been analyzed. The data indicates the complexities involved at various levels and such gaps needs attention. This will have implications for future growth and development of country to make it sustainable and inclusive.

**KOMAL**

Enrolment No.: **20171016**

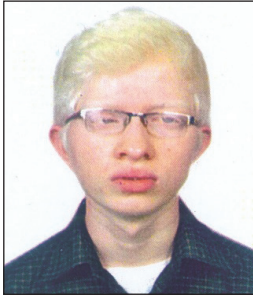| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
|---|---|
| Name of the Supervisor : | **Dr. Manju Narula** |
| Department/Centre : | **Department of Educational Administration** |

## Pre–Service Teacher Education for Secondary Level: A Comparative Study of Government and Private Institutes in Haryana

**Abstract of the dissertation:**

Since the teacher is the main and central actor in the whole process of imparting education, it is very crucial to pay attention to this resource and to make it strong and capable enough to bring constructive alteration in the process of imparting education. The number of Teacher Education institutes is burgeoning but the quality of Teacher Education is deficient. There is a need to tackle this issue in order to execute the obligations made by RTE. The private sector in higher education of India is facing many challenges in terms of eligible man power resource, physical resources, updated technology, poor quality and training and accountability issues. The professional skills of the teachers need enhancements in terms of opportunities for active engagement with learners and society and reflecting upon teacher learning process thus improving consistently. Bot the government and private institutes have common goals to achieve in terms of meeting the objectives of B.Ed. programme but the way they work to achieve them differs. Out of 18000 Teacher Education Institutes (data during the study) 90 % institutes are private. The study is an attempt to compare the processes and practices taking place in Government and private Teacher Education Institutes of Haryana. Thematic analysis was used to study and compare the different practices in these institutes. Themes chosen were- resource utilization, inclusiveness, infrastructure, human resource, non-scholastic. subjects Data related to different indicators of resources and practices of the institutes were collected using different data collection tools and were compared. To improve the Teacher preparation there is a need to improve upon the institutional practices (which are very specific to the institutes) in both Government and private Teacher Education Institutes.

**PAWAR AMAR MARUTI**

Enrolment No.: **20171017**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. Veera Gupta** |
| Department/Centre : | **Department of Education Policy** |

### Disability as Diversity in Higher Education Institutions: A Study of the Experiences of Students with Disability in Academic and Social Sphere

**Abstract of the dissertation:**

The massification of higher education institutions increases the representation of marginalized social groups, which democratize the institutions at one side and compelthem to respond to the diversity represented. This discourse on diversity has failed to focus on disabled students and limited its focus on the historically marginalized groups like Women, SC, ST, OBC etc., which has been attributed to failing to consider disabled students as an 'oppressed social group'. To fill this gap, the present study traces the experiences of the students in the broader categories of academic and social spheres, where the academic sphere focused on the experiences of the student in the classroom, their everyday interactions with peers and teachers, the support provided by the institutions in the classroom and for evaluation. Through the social sphere, students' participation in extra-curricular activities and access to different spaces in the college has been analyzed.

The present study used the life history method to trace the student's educational journey to higher education institutions and how it has been molded by focusing on thesubjective experience of disabled students. Through thematic analysis of the narratives, this study sheds light on the students' academic and social experiences, which has been mediated by the social and cultural capital in terms of parental educational background and their engagement in the educational journey, learning in special or integrated school etc. The study also explained how the type of disability of students and institutional arrangements for reasonable accommodations make a difference in students' experiences in the academic and social sphere in higher education institutions.The analysis of the narratives showed the higher education journey had provided an opportunity to the disabled students to empower them to feel socially included and independent in the larger society.

**ISHA SHARMA**

Enrolment No.: **20171018**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Dr. Naresh Kumar** |
| Department/Centre : | **Department of Educational Policy** |

## Quality of Education in Schools: A Study of the Perceptions of the Domestic Workers in Delhi

**Abstract of the dissertation:**

The research study explored the perceptions of the female domestic workers with regards to quality of school education. The study adopted a phenomenological methodology and analysed the data collected thematically. The pilot study informed that there was no direct meaning attached to the concept of quality of school education by the female domestic workers. In order to arrive at an understanding of their perceptions with regards to the same, the research study examined the school selection process, school choices and the aspirations attached to the education of the children of the female domestic workers by them. The research study revealed that the domestic workers viewed education as a medium of economic upliftment of the family and personality development in the child. It further showed that the female domestic workers used certain benchmarks to assess the quality of education offered by a school; a few of which are fees of school, type of school, availability of English language classes, discipline, good teacher, availability of playground and happiness of the child.

**HARSHITA SHARMA**

Enrolment No.: **20171019**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
|---|---|
| Name of the Supervisor : | **Dr. N.K. Mohanty** |
| Department/Centre : | **Department of Educational Planning** |

## The Perception on Need and Impact of Private Supplementary Tutoring at Higher secondary level in Delhi Region of India: An Exploratory Study

**Abstract of the dissertation:**

In India where the state is mandated to provide free, compulsory and quality education to all children up to the age of fourteen years, parents still chose to send their children for the private tutoring with the hope of high academic achievement. There has been repeated reference to the adverse effects of this shadow system of education, but students still continue to access these services. Moreover, there is a sudden increase in demand of this shadow with the massification of school education. Especially at the secondary stages, which are considered most crucial for a student, defining his eligibility in global job market at this early stage itself. The study examines the perceptions of parents and students studying in higher secondary classes, residing in New Delhi towards the need of private supplementary tutoring. Additionally, the study also aims to uncover the impact of the supplementary tutoring (if any) on the academic performance of these students. Attempt has been made to study the nature and demand of private supplementary tutoring through semi-structured interview schedule presented to students and parents; of government and private schools alike. The data gathered reveals answers to three key research questions: the individual and household related factors affecting the demand for private supplementary tutoring; the reasons for rise in demand of supplementary tutoring at higher secondary levels; and the students' perception on the impact this typical tutoring model has on their academic achievement. The four A's- Accessibility, Availability, Affordability and Acceptability are also important factors associated to the study of individual and household need and choice of private supplementary education scenario.

**PARUL**

Enrolment No.: **20171020**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
|---|---|
| Name of the Supervisor : | **Dr. Mona Sedwal** |
| Department/Centre : | **Department of Training and Capacity Building in Education** |

## A Study on Access to Higher Education: Challenges and Prospects for Female Students in Haryana

**Abstract of the dissertation:**

This study aims to understand the social factors that influence female students' access to higher education. Further, it makes an attempt to understand their higher education prospects, along with exploring the role of teachers in promoting higher education of female students.

**TSERING LHAMO**

Enrolment No.: **20171021**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
|---|---|
| Name of the Supervisor : | **Dr. Suman Negi** |
| Department/Centre : | **Department of Educational Planning** |

### Education of Tibetan Refugee Children: A Study on their Experiences in India

**Abstract of the dissertation:**

The research found out that education is an effective medium for Tibetans-in-exile to sustain their identity and culture. This is reflected in the evolution of education policies formulated by the Tibetan government-in-exile situated in Dharamsala, India. The first-generation respondents of Tibetans-in-exile said that accessing education in the Tibetan schools in India is one of the prominent reasons to leave their homeland. The respondents revealed that this remains important since their identity and culture in Tibet is under threat of assimilation under the Chinese rule. The establishment of separate Tibetan schools suggests the creation of a strong and unified Tibetan community that is institutionalised in exile.

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Dr. V.P.S. Raju** |
| Department/Centre : | **Department of Educational Finance** |

### Armed Conflict and Secondary Education: A Study of Anantnag District of Jammu and Kashmir

**Abstract of the dissertation:**

The research assumes importance in the context of sufferings of education of the masses that they have been facing since long. The dissertation outlines the impact of unrest created by the three decade-long armed conflict (1989–2019) on school education in Jammu and Kashmir. Drawing on qualitative interviews, Detailed questionnaires and Focus group discussions with school teachers, parents and students (n = 105), the study reveals that the onerous pressure of pupils' safety during unrest ultimately fell upon teachers and parents who faced direct violence on school grounds and communities they lived in. It was found that school teachers, students and parents were traumatized by consistent violent activities, as manifested in the form of psychological pressures and security threats by the armed forces present in the localities. The findings of the present study reveal that academic stress is consistently the strongest risk factor causing physical and psychological impairment among students in the conflict-affected areas, and this academic stress has an adverse impact on the performance ability of students in the examinations. The prolonged armed conflict has resulted in the decline of access to education and weakened the school education system in conflict-affected zones of the state. Despite the enormity of effects on education during conflict, the post-conflict educational debates largely undermine the voices of those who were at the frontlines during unrest. These findings provide useful insights into the 'experiential dimension' of armed conflict in school education in conflict zones and implications for educational programming.
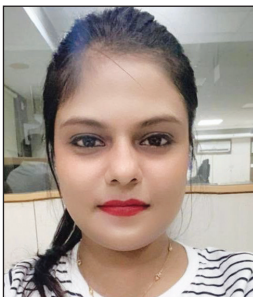
**FATIMA ZAHRA**

Enrolment No.: **20181001**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
|---|---|
| Name of the Supervisor : | **Dr. Sangeeta Angom** |
| Department/Centre : | **Department of Higher and Professional Education** |

## Inter-Regional Migration for Higher Education among the Youths of Ladakh

**Abstract of the dissertation:**

India's urban directed private centric higher education system has deeply affected the far-flung and rural areas in terms of basic access to higher education. Ladakh being a remote, border area has been experiencing the fate of unavailability of basic accessibility to higher education for ages. With the development of roadways and airstrips in Ladakh, a large number of students have started moving out to India's urban centres to pursue higher education. In this regard, the study tried to understand the landscape of higher education in Ladakh and the scenario of outmigration for higher education from Ladakh. The various push and pull factors responsible for student out-migration from the region have also been explored. To answer the questions the study followed a mixed-method approach and Concurrent Embedded research design. Jammu and Delhi were the sampled areas and two colleges from each area were sampled based on the criteria of; location, affiliation and stream offers. The finding of the study revealed that the student migration from Ladakh is a forceful one and this on one hand is a great challenge for the migrating students while on the other hand, the phenomenon seems to be further intensifying the disparity in higher education access. The findings of the study revealed that students belonging to a good financial background and good family networks in the destination place have higher chances of migration and hence pursuing quality higher education and those who do not have those privileges are suffering for higher education. The study discloses that the unavailability of higher education facilities in Ladakh and the affiliation of colleges in Ladakh with the University of Kashmir as the main reason for student migration. The intra-regional disparity in the availability of higher education facilities and lagging of female students in the process of migration was also an important finding of the study. It has been explored that besides the unavailability of higher education facilities; parental background, unavailability of coaching centres and libraries, geographical proximity, and hope of returning home are the various push factors. In the destination spaces; the availability of the quality of higher education; peaceful environment, availability of student's family members, availability of government financial assistance, and the urban spaces being sites for student's personality development and fulfilment of aspirations and understanding of academic competition, are the various pull factors for student migration. The study reports on expanding balanced higher education in the region and urges the policymakers to take into account the issue of student migration from Ladakh while expanding higher education facilities.

**WAJDA TABASSUM**

Enrolment No.: **20181004**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Dr. Naresh Kumar** |
| Department/Centre : | **Department of Educational Policy** |

## Participation of Muslim Women in Professional Course: A Case Study of Engineering Graduates

**Abstract of the dissertation:**

Intersectionality in the twentieth century has emerged as a conceptual tool for understanding structural oppressions. The ways in which identities in the social system create multiple layers of oppression and empowerment, became a new source of discourse in academia when voices from more diverse and marginal societies started emerging. Intersectionality allowed for a more nuanced understanding of inequalities which are based on different identities and experiences. These different identities operate power in discursive ways within institutions which are further manifested in many facets of marginalities. Thus, the ideas of intersectionality in addressing the issues of equity and inequalities in education have become a universally accepted framework in the broader debates of development.

A person's social, political and economic identity determines different levels of privileges and discriminations. Education as a social process is also affected by these identities. Thus, inequalities in education go beyond a singular or binary explanation. They are the outcome of political, economic, social, and cultural regimes, the ways these are represented, and the policies and practices put in place (Unterhalter, Robinson & Balsera, 2020). Intersectionality offers that critical engagement bringing nuanced understanding of inequalities in education. Education today is more categorized as process rather than an outcome. These processes reciprocate differently among different social class. Therefore, considering education from a right based approach in the light of twin principles of equity and equality, intersectionality is a powerful tool in policy discourse.

Muslim women globally and in India in particular are subjected to various forms of discriminations and subordinations. A close scrutiny of this discursive reality shows Muslim women in India suffer more from marginalities because they have to negotiate with the anti-Islam posturing as well as rigid patriarchal stances and structures from within the community, both of which may well present themselves, on many occasions, as intertwined (Jamil, G. (2017). Muslim women face compounding oppressions which permeates through every levels of development and it is evidently visible in all the socio-economic indicators like education and employment. The last survey conducted by government of India known as 'The Sacher Committee Report' in 2006 highlighted the agony of Muslim women in India and how they are stuck in cobweb of structural marginalities. They have one of the lowest levels of literacy and employment in the country. Educational deprivations form a vicious circle of many other deprivations which reduces them without any agency and voice. The social and economic challenges they face in order to get quality education are far more coercive as compared to women of any other religious groups. Their problems are intersectional as they face biasness which stems out from caste, class, gender, ethnicity and religion. Further, their condition is made even more deplorable by stereotyping, religious conservatism and state apathy.

Education is often credited as a tool for liberation, empowerment and freedom. It enables human being with a respectful life, full of dignity and an agency to improve one's life condition if not satisfied. Muslim women too have a human right for quality education which can help them in exploring possibilities for improving their lives. Therefore, an intersectional understanding of their problems is very necessary in their educational process. This paper aims to reflect upon these issues from equity paradigm. Muslim women education in India is much talked arena in the academic and political discourse. Their public and private lives have become focus of many attentions. However, not much of these debates develop into critical engagements aimed at actual development of Muslim women. This paper is an attempt towards such a critical engagement. With the help of secondary data and theoretical perspectives of intersectionality, this paper aims to address the issues of inequality and equity in education.

**YASHMITA**

Enrolment No.: **20181005**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. Rasmita Das Swain** |
| Department/Centre : | **School Standards and Evaluation Unit** |

## Effects of Culture and Teacher-Student Relationship on Student Development in the Context of Jawahar Navodaya Vidyalaya Policies and Practices

**Abstract of the dissertation:**

The present study is based in Jawahar Navodaya Vidyalaya. The two school selected for the research included Jawahar Navodaya Vidyalaya, Mohtuka, Faridabad and Jawahar Navodaya Vidyalaya, Farukh Nagar, Gurugram. The present research aims to study the impact of learning culture, teacher- student relationship prevalent in JNVs and how it has an impact on the overall development of the student. 100 students were selected of which 50 students were selected from each school. 25 students were selected from grade seventh and 25 students were selected from grade tenth of both the schools. Both the sections of grades were considered for the selection of sample. Teachers including the Post Graduate Teachers (PGTs) and the Trained Graduate Teachers (TGTs) and Head teacher of both the schools were also selected for the purpose of this research. Proportionate random sampling was used for the selection of sample for the present research. Students from different social ategories and demography were randomly selected with the help of teachers and using the attendance register of grades both the sections. Teachers were selected randomly based on their profile information given on the school website.

The research is a mixed method research in which both the qualitative as well as quantitative research methods were utilised in order to have a holistic understanding of the complex realties. Both qualitative as well as quantitative method was used in data collection, interpretation and analysis of the data. The data is integrated in order to have a more comprehensive understanding of the whole problems and understanding the different perspective.

In order to assess the school performance self-evaluation of School Standards and Evaluation Framework' (SSEF) was used for assessing the performance of two schools. The evaluation helped in differentiating school as High Performing and Performing. In order to understand the learning culture, teacher student relationship and student development in High Performing and Performing School five kind of questionnaires were addressed to the students. The first questionnaire addressed was on Learning Culture Questionnaire developed by Cortazzi & Jin (2013) based onConfucius model of education. The second questionnaire was the teacher-student relationship questionnaire in order to understand the teacher-interpersonal behaviour. The questionnaire is developed by Creton, Wubbels and Hooymayers (1992). The third questionnaire addressed to the students was the one developed by Luthans (2007) in the American context to assess the Psychological Capital (PsyCap) of the students. The fourth questionnaire addressed to the students included the Academic Perseverance questionnaire developed by Van Blerkom (1996) in order to assess the perseverance amongst students to reach their academic goals. The final questionnaire addressed was the one developed by Fatih Sal (2016) to assess the academic self-discipline of the students In order to assess the gap between what leaders know and what they do questionnaire developed by Reeves (2004) was addressed. For qualitative assessment Focus Group Discussion was conducted with the students of both the grades and with the teachers as well as head of both the schools selected for the purpose of this research The results of this research indicate that there was no significant difference in the learning culture, teacher- student relationship and development of the students in two schools pertaining to the policies and practices of JNVs as both the schools are provided with same facilities The results of the study indicated that the schools did not vary across the learning culture and the teacher-student relationship that were prevalent. It is because of the highly structured environment of the JNVs. The polices, practices, learning environment as well as the teachers duties are clearly defined by the Samiti and it shapes the learning culture, teacher-student relationship and student development across the country. No significant differences were found in the effect of learning culture, teacher-student relationship and student development across the different demographic variables that were selected for this research. This is primarily because the JNVs cater to the underprivileged sections of the society and reservation are provided to the students similarly across all the JNVs. However the location could have an impact on the different variables selected for the research. The effect of learning culture and teacher-student relationship on student development was seen in both the JNVs selected for the research.

**THIYAGARAJAN M**

Enrolment No.: **20181006**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. Manisha Priyam** |
| Department/Centre : | **Department of Education Policy** |

## Assessing the Impact of Institutional Autonomy in Achieving Global Rankings: A Case Study of IIT Delhi

**Abstract of the dissertation:**

This dissertation inquiries into a body of knowledge that is debated around the institutional autonomy and the achievement of global academic rankings in order to explore the impact between these two expanses. Institutional autonomy is perceived as an enabler to perform the obligations and responsibilities of the concerned educational institution in an efficient and comprehensive manner eventually leading to develop the overall institutional profile nationally and globally. The main research problem addressed by this dissertation is the question of how the impact of institutional autonomy weighed for the achievement of global rankings with the four objectives such as to explore the significance of institutional autonomy in the global rankings for the higher education in India; to determine the type of institutional autonomy that carries higher weight in attainment of World University Ranking; to find out the relation between academic, financial and administrative autonomy in attaining global academic ranking, and to examine the impact of institutional autonomy in the achievement of international ranking. It is statistically concluded that all three dimensions of academic, financial and administrative autonomy functions in reciprocal relation and is mutually dependent on each other. Step-wise regression was performed for finding the impact of financial and administrative autonomy over academic autonomy and the statistics showed that administration has more role comparatively to finance over the academic sphere. Hence, the impact order, in the context of the Indian Institute of Technology, Delhi, is established in this research as academic, administrative and financial autonomy for being at a competitive edge for the achievement of the ranking.

**PRIYANK SHARMA**

Enrolment No.: **20181007**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. A.K. Singh** |
| Department/Centre : | **Department of Educational Planning** |

## The Inclusion of Multiculturalism in School Education: A Study of the Policies and Practices

**Abstract of the dissertation:**

Multicultural education is an effective strengthening tool, and Indian education policies have advocated for the inclusion of multiculturalism in schools. Yet there is an observed gap between the policy and its implementation taking place in the schools. The research is undertaken in three phases: first, an in depth theoretical understanding of multicultural education is built; next, National Education Policies were analyzed to see if and how much they incorporate the multicultural elements and finally a primary research was conducted to see the ground reality of inclusion of multicultural elements in schools. James Banks' framework for multicultural education was used to assess the Indian education policies and practices observed. The main research methods are policy analyses and focused group discussion with the students. The results though indicate an absence of policies specifically for multicultural education yet it cannot be denied that the major education policies are informed by multicultural concerns; although it's only the recent Draft National Education Policy (DNEP) 2019 which comprehensively includes all elements of multicultural education. The practices happening at the school level were highly devoid of any multicultural understanding. Students were found to be unaware of the strengths drawn from multiple cultures; in fact, some students advocated for a single culture across country. They corroborated that curriculum had under-representation of some regions. Students were found to be less informed about the north-east region. And even though there was some discussion of different elements of multicultural education, there was none for prejudice reduction – an aspect which was touched only by DNEP 2019. A web of theory (critiqued), analyzed policies and ground practices was created to better understand the scenario of multicultural education and recommendations were made.

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. Veera Gupta** |
| Department/Centre : | **Department of Educational Policy** |

## An Assessment of Inclusivity in School Education for the Students with Hearing Impairment: A Field Study in Haryana

**Abstract of the dissertation:**

Disability is present in every ethnicity, gender, age, and religion. More than a billion people, or 15 percent of the world's population, have some category of disability. Of these, an estimated 150 million children have a disability, and 80 percent of these children live in the developing world.

Available data reveals that, on an average, one in three children with disabilities in their primary school age is out of school, compared to one in seven children without disabilities. Though studies to assess the ground reality of achievement of inclusion for CWSEN need to be conducted from time to time but fact is that there is a lack of such studies particularly for the Deaf and hard of hearing children in the available literature on inclusive education.

The questionnaire for this study includes both 'close ended' and 'open ended' questions which have helped greatly in drawing the conclusion quantitatively and qualitatively. The major part of the findings is based upon the quantitative responses of the teachers. The study also examines the learning outcomes of the students on the basis of their class test marks with average marks in the class.

The study finds that teachers have great efficiency in terms of qualifications and work experience. They have tremendous capacity, efficiency and expertise for nourishing an inclusive educational environment but the flip side of the issue at hand is that eighty four percent of the teachers have not received any special training, neither pre-service andin-service, for imparting education to the hearing impaired students in an inclusive manner.

The other part of the study which pertains to the qualitative part of the questionnaire represents the challenges of the teachers in teaching HI students due to the lack of training and large classes, differences in the classroom with or without HI students.

**MOHD ROUF BHAT**

Enrolment No.: **20181010**

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| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
| Name of the Supervisor : | **Prof. Neeru Snehi** |
| Department/Centre : | **Department of Higher and Professional Education** |

### Problems and Prospects of Muslim Women in Higher Education in Jammu and Kashmir - A Study of District Kulgam

**Abstract of the dissertation:**

The Study was conducted with the purpose to find out the problems and prospects of Muslim women in higher education on the basis of three objectives and three research questions. Both Qualitative and Quantitative methods were utilized for the collection and analysis of data. The findings of the research displayed some rationale and genuine barriers which hinders the participation of Muslim woman in Higher education. These barriers are categorized on the basis of demographic characteristics and other aspects such as social, economic, cultural, religious, political and educational. There is a need to redefine our Government policies, schemes and socio-cultural systems. It is must to create intensive awareness of women's issues and a call for legal changes regarding the problems of Muslimwomen. If the teachers, academicians, parents, policy makers, administrators, curriculum framers and Govt. agencies along with Non-Govt. organizations give importance on the findings it is expected a new dimension will open up in the history of higher education of Muslimwomen.

**RAJ GAURAV**

Enrolment No.: **20181011**

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| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
| Name of the Supervisor : | **Dr. Suman Negi** |
| Department/Centre : | **Department of Education Planning** |

## Inequality in School Education: A Study to Assess the Regional Disparities in Universalization of Elementary Education in India

**Abstract of the dissertation:**

The study has been conducted for the country as a whole with Rural-Urban, inter-state and regional analysis. In the concluding remark, it could be said that: There is a lot of variation among states in different indicators of Access and Participation with good performance and bad performance as it helps to look into undelivered goals. Inter-state inequality has been seen throughout India on various parameters and the similarly existing regional disparity has been seen within different zones of India. Though, the status of Accessibility and Participation in different states of India at the Elementary level can be analyzed to understand the reach of universal Elementary education but leaves a scope of broader research by including more Indicators in it.

In this study, data analysis revealed some findings that warrant further investigation and inquiry. For Instance, why is North-Eastern Region states lagging in access provisions to Elementary Education and Promotion Rates, as compared to other regions of the country? Similarly, why are the Access to Private-aided Schools are pretty high in Southern and North-Eastern State as compared to other regions of the country? This study suggests that there is a weak positive relationship between the Infrastructure quality of schools and net enrolment in them. In almost all states, students prefer schools where infrastructure quality is good. Whereas, why there are some northeastern states which perform well in participation (NER) even if they perform poorly in the provision of accessibility (Infrastructure)? Even of poor accessibility to Primary & Upper Primary schools, drinking water, Girl's toilets, Electricity, Computers, and Ramp facilities in the North-Eastern States, they perform well in terms of Participation parameters such as GER, NER, and GPI. What are the socio-economic reasons that have an impact on educational attainment? This research opens up future avenues to find out the factors that directly condition the educational attainment of the child besides quality infrastructure. All these questions need to be addressed through more of deep research so that planning in respective states and remedial measures to address the issues of Inequality in school education and regional disparity among Accessibility and Participation can be undertaken accordingly.

**SHADAB ANIS**

Enrolment No.: **20181012**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. Sunita Chugh** |
| Department/Centre : | **National Centre for School Leadership** |

## Urban Marginality and Educational Status: A Study of Children Living in Slums of Patna

**Abstract of the dissertation:**

The various policies of the Government of India including those which are part of international commitments under the Sustainable Development Goals (SDGs) attempts to address the issue of Urban Poor and their Children's Education. The initiatives include lessening the deprivation for these masses through incentives such as rationing provision and education for all. The existing literature on the urban marginality suggests that there is a positive correlation between higher degree of education and reduction in vicious cycle of poverty. But at the same time the pitiable living and housing conditions, low income of the parents and poor school infrastructure adversely effects the education of the children. In such multidimensional marginality the poor children may remain uneducated, and the cycle of their marginality will continue from one generation to another. Taking the issue forward, by applying the mixed method approach of data collection and analysis, this study examined the problem of urban marginality and its impacts on education of the children living in slums by using the household survey in five selected slums of Patna.

The study comes to an understanding that both school related and home related factors affect the education of the urban poor children. The majority of slum dwellers still lack the basic living conditions from proper housing to access of toilets, ration cards, electricity, gas cylinders, water and sanitation. Most of them are involved in informal employment which barely fulfills their subsistence. The study reveals that there is a high demand for education access among the urban poor and they are conscious of the long-term benefits of education to their children. But their experiences are such that they are losing their faith in the government schooling and moving towards low-cost private schools despite their low income and financial constraints for better learning and future of their children. There are many children who are out of school and dropouts. Poverty and the apathy of the teachers are main reasons of drop-out and children who never enrolled. In the poverty ridden urban families the parents believes that the government schools lack basic physical facilities and teachers are not interested in teaching. This enabled them to invest their hard-earned money in private schooling and tuitions. Caste and Religious structures are highly prevalent in terms defining the social composition of the slum dwellers. A large majority of them in the studied localities are from Scheduled Such marginalization of caste and religion limits the education and learning of the children. The study concludes with offering some of the educational policy recommendations based on the finding which will help to address the issue of the children living in slums.

**KUMARI PALLAWI**

Enrolment No.: **20181013**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Dr. Kashyapi Awasthi** |
| Department/Centre : | **National Centre for School Leadership** |

## Preparing Teachers for Integration of Digital Technology: A Study of Policies, Programmes, Frameworks, Models and Practices

**Abstract of the dissertation:**

Digital media has made it possible to learn anytime, anywhere with anyone which has been working like a life-line for learners in present situation of pandemic, COVID-19. Schools are usually the first place where children are introduced to formal education. They spend their entire childhood in school for gaining knowledge and learning different skills for a bright future ahead. Knowledgeable teachers, proficient in professional skills, give direction to shape the future of the students. For utilizing the technology critically in education, teachers need to be educated and skilled through properly planned training programmes designed according to the requirement of school education. Therefore, teacher education is addressed along with school education in policies and programmes. For effective integration of digital technology in education, teacher educators, pupil teachers and in-service teachers need to be informed and oriented properly about policies, programmes, models and frameworks as they are the real implementers at ground level. After going through three phases of study; viz.; review of educational policies and programmes, ICT competency framework for teachers, and models and frameworks developed for effective integration of digital technology, review of literature related to this study and conducting interview with teacher educators in Delhi, thematic analysis technique was applied for analyzing the data and information obtained through all the three phases of study. Lack of awareness regarding policies, programmes, ICT competency framework and models and frameworks for effective integration of digital technology were reported through the findings. Significance of social learning methods and social media for making learning easy was also reported which would motivate others to utilize them in their teaching and learning. Major observations, documented on the basis of review and analysis of policies, programmes, frameworks, models and research reports/ articles in this study, would help teacher educators, in-service teachers and pre-service teachers in preparing themselves for effective integration of digital technology.

**SUMAN SAHA**

Enrolment No.: **20181014**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Dr. Mona Sedwal** |
| Department/Centre : | **Department of Training and Capacity Building in Education** |

## Implementation of Rashtriya Ucchatar Shiksha Abhiyan in West Bengal: An Analysis on Role of State Council of Higher Education

**Abstract of the dissertation:**

Despite being the third largest higher education sector (Chattopadhyay, 2020) of the globe, Indian higher education suffered a great deal, especially state institutions. Massification of higher education through privatisation, the crunch of the fund in the public higher education sector, top-down governance model, autonomy and accountability of institutions, decreasing trend of state GDP certainly affected the quality of higher education. UGC financed higher education institutions through different projects and schemes but there was no single overarching umbrella of funding. All these issues forced the government to launch one Centrally sponsored scheme, RashtriyaUchchatar Shiksha Abhiyan (RUSA), with certain prerequisites like establishment of State Council of Higher Education.

This study focused on the implementation of the RUSA scheme in West Bengal. One of the major objectives of this study is also to understand the changing dimension of RUSA scheme vis-a-vis co-existing UGC funding. The study was based on both primary and secondary data analysis. In secondary data analysis, the researcher analysed RUSA documents and has conducted a primary administrative survey to understand the status of RUSA implementation in West Bengal.

The study attempted to understand the intervention of the scheme that somehow made an effort to eliminate the deprivation of opportunity of the subject and the higher education institutions. The bureaucratic system of the nation is extensively affected by 'conflict of interest' regarding the private and public funding of Higher education system. In the middle of this conflict, the state came up with this higher education scheme to revive the system. Inclusion is always a nature of the scheme as injustices to state institutions is happening since the inception, at least in terms of funding and monitoring of that fund. So, focusing on the informational basis and a strategic planning, the states and institutes have been given the autonomy to resolve the issues of the institutions at the individual institute level. This very characteristic of the scheme of minimising the vulnerabilities and disparities at the individual level helped many colleges to enhance their inhouse qualities through that received fund.

**ARUSHI KAUSHIK**

Enrolment No.: **20181015**

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| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
| Name of the Supervisor : | **Prof. Kumar Suresh** |
| Department/Centre : | **Department of Educational Administration** |

## Policy Praxis in Higher Education: A Socio-Political Enquiry of Governance in Public University

**Abstract of the dissertation:**

The study decodes the term "crisis in governance" coined by the World Bank by deriving major propositions of the governance theory. It investigates the blurring boundaries and responsibilities by drawing sharp distinctions between state and civil society interrogating the role of students as major actors. The study firstly addresses the changing nature of structures and how it works in relation to the agency. It will approach the contradictions of the existing structures of governance in relation to the emerging notion of agency by critically analysing the existing literature.

It aimed at establishing a chronological understanding of present theoretical framework of neo-Marxist tradition in higher education governance drawing pertinent insights on ideology, hegemony, power dynamics and politics of representation in the university. It evokes practical insights by dwelling into focused group discussions and engaging with students in Jawaharlal Nehru University. Thereby, having an empirical study in relation to the secondary literature to understand the dynamics of the policy perspective in higher education. The research seeks to look at the problematic understanding and the role of student engagement in the scheme of university governance analysing the model of shared governance and shared leadership comprehending power dynamics (decoding ideological and hegemonic barriers) Hence, conceptualising the role of shared leadership and adequate student representation.

The critical questions reflected in the data analysis includes aspects of power dynamics, legitimacy, authority, political consciousness, and ideological shifts in the university functioning. The findings and the analysis also reflected the themes of student politics and activism leading to rational consensus by incorporating and enhancing the involvement of students in the decision-making processes and enhancing the scheme of democratic and equitable governance at large.

**NIVEDITA SHARMA**

Enrolment No.: **20181016**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
|---|---|
| Name of the Supervisor : | **Prof. Madhumita Bandyopadhyay** |
| Department/Centre : | **Department of School and Non-Formal Education** |

## Gender Equity in Access to and Participation in Elementary Schools: A Study of Gwalior, Madhya Pradesh

**Abstract of the dissertation:**

In 1948 when the universal Declaration of Human Rights came, it placed education in human rights according to article 26; every individual has the Right to Education. MDG three and SDG five also focused on gender equality. But gender equity has always been the concern.

This study is an effort to explore and understand the gender-based participation of girls and boys Government and private school.

Mixed-method has used to understand both qualitative and qualitative phenomenon.It has been found that school is becoming the place of socialization of children with gender discriminating attitude and leading to gender stereotyping. This has considerable impact on education of girls as well as boys. Despite increasing Enrolment number, the attendance and transition of girls are still concern.The fundamental educational problem for women, whether poor or rich, concerns with unquestioned, non-problematized gender biased nature of schooling.

**TWINKLE PANDA**

Enrolment No.: **20181017**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
|---|---|
| Name of the Supervisor : | **Prof. Pranati Panda** |
| Department/Centre : | **Department of School & Non-formal Education** |

## Governance of Secondary Teacher Education in Multiple Sites and Location: Implication on Institutional Performance and Outcome

**Abstract of the dissertation:**

National Education Policy, 1986 has given a major blueprint to develop the teachereducation as a sector and introduced federal policy, new course of action in governance, management, regulation which further resulted the framing of NCTE as astatutory body of Teacher education (TE). However, NCTE has not succeeded inprofessionalizing TE and curbing privatization of secondary TE. Odisha has stoppedprivatization in TE sector immediate after the recommendation of NPE, 1986. Nowsecondary TE courses are being recognized by the same statutory body irrespective ofmultiple sites and locations but with different regulatory framework due to involvement of both higher education and school education department in secondaryteacher preparation. The thrust of the current study is to review the policyperspectives recommended about the sites and location of TEIs, framing thegoverning structure as per the multiple-sites of teacher preparation and explore theinstitutional performance and outcome as per the regulatory structure of different sitesof secondary teacher preparation. A mixed method approach has been applied withcross comparison of all 6 sites of secondary teacher preparation prevailing in Odisha.In a sequence Kothari commission report, NCFTE, 2009, Justice Verma Commission,2012 and finally draft NPE, 2019 have discussed the quality issue in TE is due to theisolation of TEIs from higher education system, less time for TE and research whichneeds an urgent reform of university-based TE program associated with research.

With this recommendation NCTE came into effect in the year 2014 to resolve all thequality issues and stop commercialization of TE by increased duration, offering teacher education within multi-disciplinary institutions as a part of higher education.As per different sites of the TE courses, there are different governance structureprevails, where the role of NCTE, university, UGC, state and MHRD as governingbodies vary from institution to institution and even department to department in stateand central university. By exploring the institutional performance, all the TEIs tryingtheir best to perform better with available resources, but there is variation ininstitutional outcome as per the governance structure of respective institutions.Further the study can help the policy makers to simplify the trapped institutional structure which has a direct impact on institutional performance and outcome.

**KUMARI ARCHANA**

Enrolment No.: **20181018**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
|---|---|
| Name of the Supervisor : | **Prof. Aarti Srivastava** |
| Department/Centre : | **Department of Higher and Professional Education** |

### Peer Interactions and Learning Experiences in Higher Education: A Study of Undergraduates in Institution of National Importance

**Abstract of the dissertation:**

The students who enter into fully residential courses of graduation encounter various challenges, they have to adjust and adapt to the new learning environment. In this case, peers become an integral part of students' life. The objective of the study was to get in depth on the perception of students about learning, examining the influence of peer interaction on students' and studying the process of self-organized learning among peers.

The researcher used the exploratory research design and used qualitative approach to understand in depth and in details the students' perception of learning, peer interaction and to explore the process of peer learning. Observation and interview have been used to collect the data from students regarding to understand their meaning of learning, their perception of peer learning and to gets in depth details of their group formation for learning in informal manner. Questionnaire has been used to collect detail of profile of respondents and data for the attitude and opinion of students about the positive influence of peer interaction. Conventional content analysis has been used to analyze the data collected from interviews.

Findings shows that the influence of peer interaction can be of both negative in nature which discourage students for being open and comfortable as well as positive in nature which encourage students to grow towards long term goals of their career with the support of peers.

Further, positive influence of peer interaction on students learning experiences helps students in exploring new things, enhancing learning and experimenting on effective ways on learning Additionally, researcher found that the self-organizing peer learning system in higher education is a system where students form their own peer learning group which is connected (where every group member is connected to each other) and the group have same view of future. This kind of self-organised peer learning systems emerges when there is freedom provided to students to interact with any of the peer without any restrictions, we can call it 'minimally invasive environment'.

**SUJATA BAHOT**

Enrolment No.: **20181019**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. Vineeta Sirohi** |
| Department/Centre : | **Department of Educational Administration** |

## Child Labour and Education: A case study of Rehabilitation of Child Labourers of Handicraft Industry in Jaipur of Rajasthan

**Abstract of the dissertation:**

The study discusses the conflicting relation of child labour and education in the light of published academic researches, newspaper reports, and existing legislation for the protection, and education of children. It throws light on the important provisions for the educational rehabilitation of child labourers under the National Child Labour Project (NCLP), and section 4 of Right to Education Act, 2009 that makes the provision of age-appropriate admission for the children who either have never been admitted to any school or dropped out of school. Based on the review of existing literature, the study re-stated that child labour is a multilateral problem that requires multi prolonged approach for its prevention and prohibition. It located the present study in the critical paradigm of the educational rehabilitation of child labourers and the importance of the psycho-social support to the children in the whole process of rehabilitation. The study is descriptive in nature and tries to present the lens to see the grassroot problems in the process of rehabilitation of child labourers withdrawn from the worst form of child labour through a case study. It reflected on the right to education from the lens of the educational rehabilitation of child labourers and factors that adversely affect some children to exploit the educational opportunities.

**JNYAN RANJAN SAHOO**

Enrolment No.: **20181020**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
|---|---|
| Name of the Supervisor : | **Prof. P. Geetha Rani** |
| Department/Centre : | **Department of Educational Planning** |

### An Inquiry into Employability Skills: A Study of Central University of Odisha

**Abstract of the dissertation:**

In the last decades massification of Higher Education (HE) has been experienced worldwide, while a large segment of graduates is striving hard to get a job in the labour market. This is because the skills gap between HE and Labour Market. Graduates with employability skills (ESs) have been identified as an important determinant of HE quality outcomes. In the study, we have attempted to constructan ESs Index for determining skills variation among students of selected disciplines. Additionally, our focus was todevelop a Provision-Process-Product (PPP) model of institutional preparedness for determining responsible causes behindESs variation. The study used Mix-method explanatory sequential design with the QUAN-Qual Model. The study has taken six selected departments at Central University of Odisha for primary data.Data have been collected through questionnaire survey method (students and teachers). Further, we conducted 6-FGDs with students & 6-DPIs with HODs for collecting qualitative information. After indexing and using basic statistical tools, study found an impact of provision (curriculum embedded with skills, human and physical resources) and process (Academic activities, Teaching-Learning process, Work-integrated learning) on the product (Employability skills). We also explored, as a new and young university, departments in CUO is grappling with resource crisis, the performance of students in ESs are varied from discipline to discipline due to differences in course curriculums, quality and quantity of teachers, physical and human resources, academic activities and work-integrated learning, etc. The study concluded that different approaches to ESs development have a diverse level of outcomes. Therefore, the study recommended models for curriculum design, teaching-learning practices, and other academic activities. The study also recommended a model displaying the responsibility of agencies and stakeholders for the cultivation of ESs.

**BABITA BALODI**

Enrolment No.: **20191001**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof Aarti Srivastava** |
| Department/Centre : | **Department of Higher & Professional Education** |

## Labour Market Outcomes: A Comparative Study of General and Vocational Education Graduates

**Abstract of the dissertation:**

Education plays crucial role in the economic growth and development of a country. Over the years there has been tremendous massification of the higher education system in India. However, it has come under the forefront of criticism due to the rising graduate unemployment despite the growth of Indian economy in the past years. Previous studies have attributed the high rate of unemployment among the graduate workforce in the country to the prevalent skill gap.

Furthermore, vocational education and training programmes assumes important role in skill development. However, the existing system of vocational education and training is poor to say the least. The government in order to remove the current obstacles in the vocational education and training system has taken number of robust initiatives. Nevertheless, important question which arise is how far the efforts of the government in reforming and improving existing vocational education and training step up has been realized?

The present study seeks to address the above question through analysing the labour market outcomes of vocational education vis-à-vis general education graduates. The findings from research suggests that characteristics such as domicile, percentage in grade 12 are important factor in determining the participation in vocational education in comparison to general education. The findings also suggests that the graduates from vocational education are more likely to be employed than being out of labour force in comparison to the graduates from general education. Furthermore, the findings from the Heckman's two step selection model suggests that the graduates from general education are likely to receive higher earnings as compared to the graduates from vocational education at undergraduate level. Therefore, in order to realize the objective of skill labour force so as to exploit demographic dividend effectively, it's important to address the existing issues in the vocational education and training in exhaustive and integrated manner.

**SURVI**

Enrolment No.: **20191002**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
|---|---|
| Name of the Supervisor : | **Dr. Naresh Kumar** |
| Department/Centre : | **Department of Educational Policy** |

## Transformed Education System under LPG Reforms and School Choice in India

**Abstract of the dissertation:**

The Research paper has studied the transformations that have taken place post the LPG reforms introduced in the education sector. The reforms have led to the liberalization of education sector which has resulted in increased privatization. Reforms leading to globalization and Liberalization have given impetus to the process of privatization in the country. The paper seeks to analyse the ideological bent of the reforms which are coherent to the growing neoliberal idea of 'development'. The rising privatization in the country has given rise to a new phenomenon of 'mushrooming' of 'Low-fee-private' schools. The research analyses the growth that is deemed 'de-facto' and vital to fulfilling the educational needs of the lower and middle income groups.

Active advocacy for the growth of the 'low-fee-private' or the 'budget school' has been a matter of concern. Advocates of such 'model' of school see it as a viable alternative to the failing government schools. At present the advocacy for such schools are disseminated through various networks. The paper studies their role in actively promoting private education as a solution to the low- quality government provisioning of education.

The growth of the 'low-fee-private' schools today are being accentuated with business- model in the sector of education. Private investors are investing in the education sector actively and running schools for-profit.

The research paper has analyzed the role of various advocates of private school, Who advocate for such school to bring to life the concept of 'school choice'. The idea of 'school choice' itself has been contextually and conceptually studied to understand it's aspects and dimension in India.

**GADDAM MIHIRA**

Enrolment No.: **20191003**

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| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
| Name of the Supervisor : | **Dr. Sangeeta Angom** |
| Department/Centre : | **Department of Higher and Professional Education** |

## Social Sciences and Humanities Curriculum in Higher Education Institutions

**Abstract of the dissertation:**

There has been a growing concern over the disciplinary crisis of social sciences and humanities, in terms of massive fund cuts, fee hikes and shutdowns in the last decade. This study explores the reasons behind the marginalisation that social sciences and humanities face. It does so by determining the place of each social science discipline (political science, sociology, history) and humanities discipline (philosophy and English) within the university space. The present work analyses the number of social science and humanities disciplines within central universities, the enrolment trend in these disciplines and conducts an in depth analysis of its curricula. It looks for elements of hegemony of both western and national thought within the curricula to understand the underlying epistemic foundations that contribute to the marginalisation of the disciplines. It also studies the existing curriculum frameworks, reforms and policies to understand its adequacy to combat the issues recognized with social sciences and humanities curricula.

**KAARIKA DAS**

Enrolment No.: **20191005**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. Mona Khare** |
| Department/Centre : | **Department of Educational Finance** |

## Higher Education and the Future Workforce Development in India

**Abstract of the dissertation:**

Greater adoption of emerging technologies and the impact of the Covid-19 pandemic have significant bearings on future workforce trends. The ability of the labour market to suitably respond to the emerging workforce requirements necessitates a closer examination of the country's Higher Education (HE) sector because possession of a graduate degree has become a prerequisite for availing any decent job. Previous literature has repeatedly established the relevance of HE in driving competitiveness and, consequently, spurring economic growth.

However, to fully understand how HE can enhance economic growth and drive competitiveness by aiding in workforce development, it is essential to gain a holistic yet nuanced view of the complex relationship imbibed within the interactive space of education-workforce-growth.

While there have been researches on higher education and its impact on growth and labour markets, none has specifically focused on how well higher educational institutes (HEIs) of different Indian states are equipped to meet future workforce requirements. Although annual skill gap reports released by industrial bodies continually emphasize the skill deficit of India's workforce, it remains silent about the contribution of HEIs. As such, this study expands on the inter-state variation in HE's potential to aid in workforce development and its corresponding relation with economic growth, which remains largely unexplored, despite its impending need. The study contends that conventional use of a single point indicator (such as GER, NAAC rating, graduation rate, drop-out etc.) to measure HE's effectiveness is insufficient in signalling students' capabilities. It makes a case for a composite index called the Higher Education Future Workforce (HEFW) Index that incorporates the three sub-dimensions of 'skilling for employability,' 'research and development,' and 'quality and participation.' Each dimension, with its respective sub-indicators, cumulatively indicate the preparedness level of existing higher education institutes. Ultimately, the index analysis reveals that Indian HEIs have fallen short in delivering future workforce requirements. Moreover, the existing inter-state disparities are immense and equally concerning.

**ANUSHKA**

Enrolment No.: **20191006**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
|---|---|
| Name of the Supervisor : | **Prof. Sunita Chugh** |
| Department/Centre : | **National Centre for School Leadership (NCSL)** |

## A study of Participation of Afghan Refugee in Higher Education in Delhi

**Abstract of the dissertation:**

Over the last two decades, India has become a substantive receiver of the large waves of both Afghan migrants and refugees. Taking into consideration that the lives of young refugees have been significantly impacted by tantamount of negative experiences especially the higher education. The present study seeks to explore the nuances of participation of Afghan refugee students studying in Delhi. This study has tried to investigate through qualitative analysis; the opportunities and challenges Afghan refugees come across while enrolled in Indian higher education. Through this study the present experiences have been analyzed in the light of past experiences and exposure of education. The study aims to bring out the enabling or disabling factors concerning the adaptation of Indian higher education.

**REETU**

Enrolment No.: **20191007**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Dr. Mona Sedwal** |
| Department/Centre : | **Department of Training and Capacity Building in Education** |

## Understanding Intersectionality with Special Reference to Scheduled Caste Girls at Secondary Schools in Haryana

**Abstract of the dissertation:**

The study aims to examine intersectionality and its impact on Scheduled Castes girls in Haryana. The study is based on both theoretical and practical considerations. Theoretical consideration comes from the exclusion of scheduled caste girls and lack of research on intersectionality of caste, class and gender and practical consideration is associated to violation of their dignity and human rights by the teachers and peer groups in schools. The main focus of the study is to identify the barriers in schooling of scheduled caste girls at secondary level and how intersectionality work in that particular context. The study also investigates the perception of the teachers and parents towards the education of scheduled caste girls. To find the barrier in education of scheduled caste girls' secondary data of UDISE, documents, surveys, data of census were investigated. The relevant literature was investigated to understand the concept of intersectionality and its impacts on SC girl's education. A telephonic survey was also conducted to examine the problems experienced by SC girls on the basis of their caste, class and gender. Targeted group of the study was scheduled cates girls of Haryana who were going to school at secondary level. A qualitative approach was adopted for this research, due to pandemic situation fieldwork was not possible in this situation 25 structured and unstructured telephonic interviews were conducted to investigate role of intersectionality and how it works in the context of SC girls. The study suggested several recommendations to frame effective policy and programmes for scheduled caste girls at secondary level.

**RUHI MARNE**

Enrolment No.: **20191008**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. Manisha Priyam** |
| Department/Centre : | **Department of Educational Policy** |

## Power-Play in the Context of Education Reforms: Teachers' Perspective

**Abstract of the dissertation:**

The increasing focus on teachers in the recent education reforms may not necessarily develop them as critical thinkers but rather restrict them to the mere implementation of such initiatives. By analyzing the reform design and implementation of one such reform along with exploring the background of the participants (mostly teachers), their understanding of aims of education, conceptualizations of good teacher and effective teaching, discussing data collection practices and their visions of alternatives to such practices, this case study establishes the political nature of reforms, showing that power operates through the fabrication of meanings individuals derive from various practices and how they come to form and understand their own identity.

The discourse on performativity and new public management has taken control of the meanings assigned to what it is to be a teacher. Data collection practices portrayed as naïve exercises to understand teaching-learning are in fact 'normalizing technologies' that advocate particular definitions of teachers and teaching. As teachers internalize the practices of performativity, taking on the increased workload even settling for lesser pay and juggling the identities of a manager, a teacher and a colleague, they have merely become means to an end.

The tools of new public management that influence the design of such reforms and the practices of performativity they entail; emerge from the neoliberal perspective. These are the ways in which teachers are directed to perform. Resistance in this case is difficult and can emerge only when teachers question the practice in terms of how it transforms their identity and the purpose of their being.

**SHRISHTI CHAMOLA**

Enrolment No.: **20191009**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
|---|---|
| Name of the Supervisor : | **Prof. P. Geetha Rani** |
| Department/Centre : | **Department of Education Planning** |

## Education Loans: Factors Affecting Disbursement of Education Loans and its Reach in Uttarakhand

**Abstract of the dissertation:**

Higher education has become synonymous with the knowledge economy in thepresent age. It is not an area of development that any economy can afford to overlook. The current trend of rising costs in professional as well as general educationsometimes forces students to finance their education via education loans. The overallscenario of increase in education loans is evident from a number of studies carried out using theNSSO data. Interestingly, disbursement of education loans is not an isolated event that can be separated from a student's socio-economic condition. It is not just the lack of finance for pursuing education that is enough to be eligible foreducation loans and with rising non-performing assets banks are cautiousabout whom they lend to. This study is focused on finding the factors affecting education loan disbursement andthe reach of education loans in Uttarakhand. Micro level primary studies help us focus on issues specific to a certainregion. Using primary data of around 220 medical and technical students studying insix different institutes of Uttarakhand we try and find out using logistic regression thefactors influencing the disbursement of education loans in Uttarakhand. An attempt atestimating the population that the education loan scheme actually reaches out to inUttarakhand is also undertaken along with analysingdifferences in education loantake up among different sections and strata of the people of Uttarakhand using a twosamples proportion test. Analysis suggests that factors like gender, educational attainment and occupation of the head of the family, household income and course fee are significant in determining education loan disbursement amongmedical and technical students of Uttarakhand. The analysis of reach of educationloan shows that there remains considerable difference among different sections ofthe society in terms of taking education loans for pursuing education.

**SRISHTI BHATIA**

Enrolment No.: **20191010**

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| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
| Name of the Supervisor : | **Prof. Neeru Snehi** |
| Department/Centre : | **Department of Higher and Professional Education** |

## Exploring the Contours of Academic Freedom in Indian Universities: A Study of Doctoral Research in the Department of Social Sciences

**Abstract of the dissertation:**

The study aims to explore stakeholders' perception of academic freedom in Indian Higher Education institutes. The study's importance was based on both theoretical and practical considerations. Theoretical considerations stemmed from a scarcity of research on student academic freedom, while practical considerations were linked to infringements on student academic freedom identified by local and international non-governmental organizations in the Indian higher education institutes. The study have two major questions: one, what does academic freedom imply? In this context, the study investigated scholars' and faculty members' perceptions of academic freedom and scholars' academic freedom criteria especially in this context. Second, what is effect of academic freedom on research or knowledge production? To study this, various official documents on higher education, academic freedom reports were investigated. A brief survey was also conducted for scholars to understand the threats to academic freedom per say. The universities selected for this study was Jawaharlal Nehru University and University of Delhi. A qualitative method was adopted for this research study, where 20 in-depth and semi-structured telephonic interviews were conducted. Due to covid pandemic, where the fieldwork was the limitation, an online survey was conducted in order toconceptualise the scholars' perception on academic freedom and the challenges. Based on literature, interview data, and survey data. The study suggested several recommendations regarding having an effective official policy for the stakeholders in the universities.

**RUCHI PAYAL**

Enrolment No.: **20191011**

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| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
| Name of the Supervisor : | **Dr. Suman Negi** |
| Department/Centre : | **Department of Education Planning** |

## Decentralization and its Impact on School Education in Rural India: A Study of Rajasthan

**Abstract of the dissertation:**

The present study is an effort to review the concept of decentralization and the impacts of decentralizing the governance in education department on the schools of rural areas. It tries to analyse the emergence of decentralization, changes that are brought about over time and their outcomes. It is based on two theories, the Stakeholder theory and the Sequential theory, both explains the different phases of the study. Using U-DISE, Census, World Bank data and some other reports and interviewing the PEEOs, visiting the schools, an analysis of the grassroot practices of the decentralization has been studied.

**TINA THAKUR**

Enrolment No.: **20191012**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
|---|---|
| Name of the Supervisor : | **Prof. Pranati Panda** |
| Department/Centre : | **Department of School and Non-Formal Education** |

## A Study of International Schools and International Education: Trends, Approaches and Practices

**Abstract of the dissertation:**

There has been a significant increase in the number of international schools in the country in the last decade. The growing popularity of these schools have been attributed to several factors. One of the dominant reason is that the international schools equip student with skills and qualifications which can provide easy access to higher education abroad and employment opportunities in the global labor market. Apart from these reasons, International schools are also known to provide international education which is centered around international mindedness, global citizenship and intercultural understanding. These values have become more relevant in today's globalized world where borders have become blurred and there is increasing scope for constant interaction between people of different nationalities. The international schools claim to inculcate these values in their students. However, there is mushrooming of schools claiming to be international but not upholding any of the ethos of an international school. Therefore, the present study makes an attempt at understanding the emerging trends in international schools. Then it seeks to examine the practices and approaches adopted by these schools to impart international education. The study is qualitative in nature and through analysis of questionnaires and interviews of academic coordinators and teachers of IB schools in India tries to shed light on the prevalent practices being adopted by the schools.

The present study aims at understanding the various ways through which international schools are providing international education to students in India. International curriculum have gained popularity among international schools as they claim to orient the latter by providing a framework for international education. The study undertakes examination of the role played by international curriculum in this process. International curriculum have often been subjected to criticisms for being more focused around global context. Therefore, the study also looks at the opportunities international schools provide to students for local community engagements.

**MUHAMMAD YASIN**

Enrolment No.: **20191014**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
|---|---|
| Name of the Supervisor : | **Dr V. Sucharita** |
| Department/Centre : | **Department of Educational Administration** |

### Inspection and Supervision in Secondary Schools; A Comparative Analysis of Schools under different Managements in Thane District, Maharashtra.

**Abstract of the dissertation:**

There is an increasing concern about the quality of education provided in the schools. The strengthening of inspection and supervision in schools is one way to address the issue of quality in schools. The present study looks into the mechanism of supervision practiced in Central, State and Municipal Schools. The study was carried out in kendriya Vidyalaya, state school and municipal school through document analysis, interviews and focus group discussion. The study found that there is a robust system of inspection and supervision in the Kendriya Vidyalayas. It carries out comprehensive inspection of Schools. It is of suggestive nature. The teachers perceive it as a show of a particular day. It is and in the unable to bring changes in the schools in terms of quality improvement and to provide support to the teachers. The proper monitoring system in State Schools is nonexistent. The visits take place for collecting data related to schools and monitoring of the provision of mid-day meals and for other administrative matters. The teachers expect the inspectors to visit the schools to get support. Municipal Schools reported the dual management is leading to poor response from state as well as municipal authorities. The declining trend in the enrolment of the schools is cause of worry due to poor infrastructure. They are also facing the competition from privately managed "English medium" schools. School data is collected by various agencies like UDISE, State education portal, Midday meal data feedings, Shaala Siddhi, PGI indicators etc. Lack of integration and coordination causes unnecessary burden to schools. The schools perceive monitoring as important source of maintaining quality in schools. They don't perceive self-evaluation resulting in quality improvement unless being given meaningful support. They perceive DIETs as valuable support system in continuous development of the schools. The school management committee has been constituted but are unable to contribute in school development.

**PRANKUR ANAND**

Enrolment No.: **20191015**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
|---|---|
| Name of the Supervisor : | **Prof. Vineeta Sirohi** |
| Department/Centre : | **Department of Educational Administration** |

### Metacognition and Decision Making in Educational Administration: A Study of District Education Officers in the State of Uttar Pradesh.

**Abstract of the dissertation:**

Decision-making is the key aspect of the educational administration whether the decisions are made by the principal or by any other authority. The ultimate purpose of the decision-maker in educational administration is to create an environment where students can learn and contribute to the development of human civilization. District Education Officer play a vital role in the educational administration at the district level where they have to make many decisions pertaining to school education. There is hardly any study that elaborates on the decision making of District Education Officers, nevertheless, it is a very important area to investigate for giving directions to policy-making and functioning of school education. On the other side, metacognition **has made its place in varied contexts, especially in the teaching-learning process and now it is an emerging area as in many other disciplines and fields like decision-making.** Recent developments have highlighted that metacognition plays a vital role in the decision making of the individual as it helps in error monitoring in the decision-making process, influence consumers' decision of brand selection, and help to contemplate on decision-making process more consciously to make more accurate decisions. Thus, the growing significance of metacognition in decision making provides a gateway to study its role and working in decision making of District Education Officers (DEO) including District Inspector of Schools (DIOS) and Basic Shiksha Adhikari (BSA). So the present study explored the decision-making pattern of District Education Officers, the role of metacognition in their decision-making, and how metacognition works in decision-making including planning, monitoring, and evaluation dimension of metacognition. The findings of the study highlighted the decision-making pattern of the District Education Officers which is defined by three themes-origin of the problem, initial response to decision-making, and decision premise. Finally, the research suggests that using metacognition consciously have the potential to enhance decision-making capacity, which in turn helps to address the challenges posed by the complexities involved in the roles and responsibilities performed by District Education Officers.

Compendium of Abstract of Dissertations

**BANASHREE MONDAL**

Enrolment No.: **20191018**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
|---|---|
| Name of the Supervisor : | **Prof. Veera Gupta** |
| Department/Centre : | **Department of Training and Capacity Building in Education** |

## Status of Monitoring Mechanism: Improving Effectiveness of Inclusive Education for Children with Disabilities

**Abstract of the dissertation:**

Policies, programmes, and numerous schemes have made it possible for Children with Disabilities to be enrolled in inclusive education. But somehow their learning outcome is not at par. An extensive review of related literature was carried out to gain insights. Literatures suggest that for educating CwDs only enrolment is not sufficient to understand the actual progress of CwDs, data related to learning outcome is needed and a strict monitoring mechanism is required for this purpose. The central aim of this research was to study the comprehensiveness of monitoring mechanism available to monitor the learning outcome of CwDs in inclusive education from school to state level in West Bengal. Secondly, focused was given on the available international monitoring mechanism and also monitoring mechanism followed in Gujarat and Chandigarh. Then highlighted the issues related to monitoring mechanism followed in West Bengal and finally suggests some way forward to overcome these issues. This study is followed a descriptive survey research design. It was a combination of both field based empirical data and document analysis of monitoring formats as well as reviews related to international monitoring mechanisms. Primary data were collected through questionnaires and interview schedule from different level of officials i.e., school heads, cluster/block resource center co-ordinator, district and state inclusive education co-ordinator. The study was confined only CwDs enrolled from class VI-VIII. The data collected through interviews and questionnaires were thematically analysed. It was also found from the study that Individualised Education Plan (IEP) was commonly used to monitor the learning outcomes of CwDs in West Bengal, Chandigarh and Gujarat. But, the research findings showed that existing monitoring mechanism practices in the state of West Bengal fails to convey any substantive output to monitor the learning outcome of CwDs. On the other hand monitoring mechanism available at Serbia (international) is a very comprehensive monitoring mechanism. The data collected from Gujarat and Chandigarh revealed that use of online platform and co-ordination of various levels of officials made the monitoring mechanism very useful to monitor the learning outcome of CwDs. The study also highlighted the issues regarding monitoring mechanism in West Bengal which are inadequate monitoring tools, lack of time for monitoring, lack of co-ordination among different level of officials, lack of teachers' competency, no circular for concessions in examination and issues related to special educators. The study concludes with a set of recommendations to improve the effectiveness of monitoring mechanism in inclusive education in West Bengal. The empirical evidences of monitoring mechanism of the present study on existing status, practice and prevailing issues would be used as a future reference for improving monitoring mechanisms by taking various policy interventions.

**DIPAK KARMAKAR**

Enrolment No.: **20191019**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
|---|---|
| Name of the Supervisor : | **Dr. Kashyapi Awasthi** |
| Department/Centre : | **National Centre for School Leadership (NCSL)** |

## Study of Governance Structures, Leadership, and Functioning of Eklavya Model Residential Schools in West Bengal

**Abstract of the dissertation:**

Eklavya Model Residential Schools (EMRS) are a scheme for the establishment of schools in tribal pockets across the country to provide quality education for Scheduled Tribes (STs) on the lines of Jawahar Navodaya Vidyalaya (JNVs). Being a scheme of the Government of India (GoI), the structure, and function across the country for all the EMRSs are the same. However, state-wise implementation of the scheme and the functioning of these EMRSs differ. The present study focused on the existing governance structure at different levels for the effective functioning of EMRSs across the state of West Bengal. It also intends to explore the impact of governance structures and leadership in EMRS to support the provision of equitable quality educational opportunities to the tribal children covered under the scheme.

A descriptive research design was employed for the present study. Semi-structured interview and school information schedule was used as the key tools for the data collection. The study revealed that EMRSs across the state of West Bengal faces different challenges to fulfill their established criteria. The major challenges for the effective functioning of EMRSs are the lack of regular recruitment of teaching and non-teaching staffs due to the absence of a uniform recruitment policy. As a result, EMRSs are mostly managed by contractual staffs that are not fulfilling their quality education goals.

The study also validates that the governance structures for managing and equipping EMRSs across the state remain isolated from the state's School Education Department. Therefore, the management of EMRSs failed to practice decentralized governance from state-level to school-level. Thus in a nutshell the leadership across the Eklavya Model Residential Schools remains more limited to the classroom teaching-learning only rather to follow different pathways for the overall development of tribal learners as per their diversified learning needs.

**SOMNATH ROY**

Enrolment No.: **20191020**

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| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
| Name of the Supervisor : | **Prof. Rasmita Das Swain** |
| Department/Centre : | **School Standards and Evaluation Unit** |

## Commitment to Achievement Path: Linking School Leadership to Student Outcome in India

**Abstract of the dissertation:**

School leaders who are more committed to the values of the school and to its teacher for achieving the school goals. The school head is not only affecting the management but also has to provide instructional leadership. By leading the teaching-learning process through teachers & other supporting staff, school heads can enhance student outcomes. The sustainable student outcomes are a result of a complex interplay of school leadership, school process, and context in which it operates. The school leadership measured in this study as Building vision & setting Direction (BVSD), Leading change & improvement (LCI), Leading teaching-learning (LTL), Leading management of school (LMS) and student outcome studied as Learners' attendance (LA), Learners' participation & engagement (LPE), Learners' progress (LP), Learners' personal & social development (LPD) and Learners' attainment (LATTA). This paper aims to understand the school leadership and student outcome in high, moderate, and low performing schools across primary, upper primary, secondary, and higher secondary schools in India as well as in Delhi. The relationship between school leadership practices & student outcome variables was also established in this study. Further, the paper investigates the multiple pathways mediating between school leadership and student outcomes. This study's methodology is based on the large-scale Shaala Siddhi secondary database (2018-19). The descriptive statistic, z-test, and Multivariate statistic such as Structural Equation Model were used to analyze the data. It is found that there are variations in the school leadership practice in high, moderate, and low performing schools. There are significant differences found in the school leadership and student learning outcome across primary, upper primary, secondary, and higher secondary schools. The relationship status between school leadership practices and student outcome variables was found all most negligible in high performing school and in low performing schools in India and as well as in Delhi. In moderate performing schools in India and in Delhi, the relationship was much more worsened and the nature of the relationship was also negative. It has been found that there are multiple pathways which act as mediating variables for the student learning outcome. School head's affects are on managing teacher performance and professional development, which in turn affect teaching-learning & assessment and that enhance learning outcomes. This paper could be used as a reference for measuring the existing policies, and later it helped the policymaker make changes in their practices.

**NAYAB PARVEEN**

Enrolment No.: **20201002**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. Veera Gupta** |
| Department/Centre : | **Department of Educational Policy** |

## Accessibility and Disability: For Students with Disabilities Inside the Higher Education Institutions

**Abstract of the dissertation:**

The Government of India has undertaken numerous initiatives by framing various acts, legislations, and launching schemes and starting programs to ensure accessibility in higher education for students with disabilities. The problems associated with students with disabilities gaining access to higher education are complex and can be complicated further by difficulties encountered in the built environment of universities themselves. Persons with disabilities have the same rights as anyone else to participate in society: to attend school/college, to have family and friends, to have work and take part in social, political and cultural life and events. However, in reality, persons with disabilities are often not able to enjoy these rights and participate but find themselves excluded and discriminated against. The exclusion and discrimination are caused by a variety of barriers: institutional barriers, environmental barriers and attitudinal barriers. The present study attempted to study the physical accessibility inside the Aligarh Muslim University and Jamia Millia Islamia. Specifically, the study looked at the accessibility provisions of learning related infrastructures and facilities of universities for students with disabilities (Visual, Hearing Impairment and Locomotor Disabilities). The main objective is the identification of relevant buildings and accessibility provisions in them by using the Accessibility Audit checklist. The study finds that both the universities do not have optimal provision of physical accessibility therefore, it needs to be improved. The AMU has better accessibility provision compared to JMI. The study recommends adherence to the building regulations and standard requirements as informed by the respective national policy provisions to reduce accessibility restrictions in the universities. Understanding and accommodating students with disabilities has become a central focus for higher education. The students' experience of disability remains towards the margin of higher education's focus. Given enrollment trends, this status is ironic, but despite their increasing number, many students experiencing disability in many campuses/universities are viewed as different in ways that fail to affirm diversity or to facilitate their inclusion. The study also found that among different types of disabilities, the prevalence of locomotor disability was highest in both the universities followed by the visual impairment and hearing impairment. It also investigated the most common perceived physical barriers for students with disabilities such as inaccessible classrooms, libraries, canteens, corridors and restrooms. The study also followed a descriptive survey research design. It was a combination of both field based and document analysis. Primary data were collected through accessibility audit checklist from the coordinator of the disability unit cell of the universities. The study also highlighted the challenges faced by students with disabilities while accessing the universities and how physical accessibility impacts on enrolment rate of these students. Finally, the study concludes with a set of recommendations to improve physical accessibility in both the universities and opens up scope for the future research.

**PANKAJ SARKAR**

Enrolment No.: **20201003**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Dr. V. Sucharita** |
| Department/Centre : | **Department of Educational Administration** |

## Inspection and Supervision in Improving the Quality of School Education: A Study of Government Schools in Malda District, West Bengal

**Abstract of the dissertation:**

Inspection and supervision are very crucial aspects of the educational administration field. Inspection and supervision play a very significant role to ensure the quality of education at the school level. In the present era, a paradigm shift is found in the concept of inspection and supervision systems. In this shift, the inspection process has been transformed from control to support, from autocratic to democratic, and from unscientific to scientific. So the primary aim of inspection and supervision is to improve the quality of education. So from this perspective, the roles and responsibilities of all inspecting officers are more important. Another shift is the transition from system-based to school-based instructional supervision. In this process, the role of the school head is more significant about giving all kinds of instructional support and assistance and observing the classroom and pedagogical process of the teachers, which leads to enhanced professional development and capacity building of teachers.

The present study is conducted in the Malda district of West Bengal. The study sample consists of 5 government-aided primary and 5 government-aided secondary schools, including the Malda Zilla school, which the Government of West Bengal fully runs and DI/S, AI/S, SI/S for both primary and secondary education, and DEO. To carry out the study, the investigator used the purposive sampling technique. The nature of the present study is qualitative; therefore, to study the proposed objectives of the study, the investigator has done the thematic analysis with the help of interviews with the respondents. No inspection and supervision for two years due to the Covid-19 pandemic. As per the prescribed norms, the officers do not have sufficient time to visit and inspect the schools due to insufficient mobility support, non-academic overburden, and non-sufficient staff. All the school heads agreed that inspection and supervision help improve the overall education quality if it is done in a regularized way and the officers take the follow-up actions seriously.

**Keywords:** School inspection, supervision, quality of education, instructional supervision, pedagogical process, professional development, capacity building.

**GANGA S.**

Enrolment No.: **20201004**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. N.V. Varghese** |
| Department/Centre : | **NIEPA** |

## Changing Demand Preferences in Schooling and Economic Impact of Closure of Sections in Schools in Kerala

**Abstract of the dissertation:**

The government and aided schools in the state of Kerala had witnessed a drop in enrolment and closure of sections from 1970s. This has rendered many schools uneconomic in nature. It results in an average of fifteen students or less per class. This is mainly attributed to the changing demand for quality schooling marked by English medium education and ICSE/CBSE syllabus. This has been catered to by the increasing private unaided recognized and unrecognized schools. Uneconomic schools pose diseconomies of scale as per student expenditure rises, paucity for fund arises, expenditure on mid-day meal increases, workload for headmaster increases and quality of classroom interaction declines. The surplus teachers from aided schools are protected by the government. The redeployment of protected teachers to other schools within and outside the district result in decline in their real income. This has resulted in financial, physical and emotional difficulties for these teachers.

**RICHA SHARMA**

Enrolment No.: **20201005**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. Vineeta Sirohi** |
| Department/Centre : | **Department of Educational Administration** |

## Management of Self-Regulated Learning in Higher Education Institutions

**Abstract of the dissertation:**

This paper begins with drawing attention to the significance of self-regulated learning. **Objectives:** The study examines the process of self-regulated learning (SRL), strategies for SRL adopted by undergraduates in higher education institutions (HEIs), barriers to SRL and the administrative support mechanisms for management of SRL towards HEIs of Delhi and Haryana region. **Methods:** The study is qualitative in nature. Information is collected by administering questionnaire containing open-ended and close ended questions on the sample of 72 students belonging to 2 private and 2 government institutions of Delhi and Haryana region and interviews. The In-depth interview was conducted of 12 students (3 students from each university) through open ended questions to understand the SRL process, SRL strategies, barriers related to SRL and administrative support mechanism in detail. The data is analysed through content analysis of the responses received from the questionnaire and the statements given by the respondents. **Findings:** It is clearly evident from the results that students are aware about the process of self-regulated learning and they feel comfortable in following the process of SRL. They practice, rehearse and memorize the concepts are some of the SRL strategies used by the students. However, it seems that some students are facing environmental barriers, technical barriers and motivational barriers and emotional barriers sometimes. Therefore, the faculty and managers therefore must provide proper instructions and must be readily available for the students so that students know the right process of self-regulated learning. **Novelty:** This study brought to light the practices followed and nurtured in the students of higher education institutions during Covid-19 and draws a conclusion bringing forth the recommendations to the level that can be followed by the academic administrators, that will help them in successfully implementing self-regulated learning strategies.

**Keywords:** self-regulated learning, academic administrators, higher education, self-regulated learning strategies.

**DIPANNITA MUKHERJEE**

Enrolment No.: **20201006**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Dr. Kashyapi Awasthi** |
| Department/Centre : | **National Centre for School Leadership** |

## Enabling Crisis Resilient School Management and Change: A Study of Leadership Challenges, Concerns and Capacities

**Abstract of the dissertation:**

The purpose of this study was to identify the several challenges faced by the school heads during the Covid-19 pandemic and various measures adopted which helped them to smoothly sail through during this crisis period. This paper also investigates the dimensions of resilience, leadership practices and individual demographics of school heads and how these dimensions helped them in overcoming the challenges. This is a mixed method study (employing a quant-qual method) with documenting case studies after generating correlation between dimensions of resilience and leadership scores. The survey was undertaken by 38 school heads across the country who had worked meticulously during the pandemic to adopt and regularise a changed mode of learning. The study used a composite standardised tool cum questionnaire that was sent online to collect data on dimensions of resilience, leadership and demographics of these school heads. Kouzes and Posner's Leadership Practice Inventory and Mowbrey's Resilience Assessment Questionnaire was used as the standardised tool after checking the reliability and validity of these both. A statistical analysis of Pearson's Product Moment was done to determine the correlation between the demographic variables and correlate the dimensions of resilience and leadership. Based on the responses of the participants, inferences were drawn on their challenges and the ways in which it was overcome. The challenges mainly were related to students,their parents and teachers' accessibility, participation and performance in online learning. The study found a significant relationship among the following dimensions of leadership and resilience respectively among the school heads-

- Challenge the process and problem solving
- Inspire a shared vision and problem solving
- Encourage the heart and problem solving
- Encourage the heart and self confidence

Thus, the study concluded that school heads with a higher percentage of problem solving and self-confidence as resilience dimensions are more likely to employ the leadership practices of inspiring a shared vision, challenging the process and encouraging the heart to overcome an uprising crisis (in this case it was the Covid-19 pandemic). The implications of the study suggested providing a basic knowledge where the school heads could assess their strengths and weaknesses and improve their leadership practices to manage crises more effectively where a crisis management plan is prepared for schools when faced with a similar situation. Despite the study being conducted on a comparatively smaller sample further research was recommended in areas of resilience and leadership including information in evaluation and capacity building during various testing times. The study of resilience and leaders' responses to several challenges(changes) could enhance the entire conception of teaching and learning in schools.

**MANSI PANDEY**

Enrolment No.: **20201007**


Convocation
*October 21, 2022*

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. Rasmita Das Swain** |
| Department/Centre : | **Department of School and Non-Formal Education** |

### Strategic Human Resource Management (SHRM) practices and Quality of Early Childhood Care and Education (ECCE) in Delhi

**Abstract of the dissertation:**

The stage of early childhood care and education (ECCE) is globally acknowledged as crucial in the life of a child as the brain develops rapidly during this period. It allows children to develop cognitive, social, physical, numeric, language competencies and also be school ready. Teachers play a crucial role in providing quality ECCE services for children. This study examined the current practices and challenges of select aspects of strategic human resource management (SHRM) such as such as staffing, professional development, teacher evaluation and rewards as well as quality of early childhood care and education including accessibility, diversity, inclusivity, adequate infrastructural facilities, availability of resources, use of play-based pedagogy and holistic development of children in 30 government managed ECCE agencies of South Delhi district (Schools of Municipal Corporation of Delhi (MCD), Sarvodaya schools under Directorate of Education (DoE) and anganwadis). Concurrent triangulation mixed method approach was used and large-scale database (UDISE Plus) along with data collected from nominal scale questionnaire and semi structured interviews were analyzed. The results indicated that the quality standards and strategic human resource management practices of ECCE in Sarvodaya schools under the DOE were better as compared to the Schools of MCD and anganwadis. Major challenges observed were lack of ramps, chairs, tables, outdoor space, lack of pre-primary teachers and aya /assistants, high vacancies, additional workload and lack of recognition of efforts etc. Sarvodaya schools under DOE with better SHRM practices were observed to have good ECCE quality standards as compared to the rest.

**ANURADHA SHAH**

Enrolment No.: **20201008**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Dr. Sangeeta Angom** |
| Department/Centre : | **Department of Higher and Professional Education** |

## Women Participation in Private Higher Education: A Study of Uttar Pradesh

**Abstract of the dissertation:**

The dissertation consists of six chapters each chapter dealing with different conceptual understanding. The first chapter is introductory, providing a brief outline of the present study. It looks into the "Context of the study" there are total 12 sections which includes subtopics - Introduction, higher education, education for women in higher education, Privatization in education, privatization in higher education, women and education, barriers to women education, rationale of the study, statement of the problem, operational definitions, research question, objectives of the study and delimitations of the study, etc.., presenting the broad framework of the research work. Principal focus of the second chapter is to reflect upon the concept a review of related literature relating to the study and covers understanding Privatization in higher education in India and other countries, enrolment trend and pattern of women in private higher education with various perspective and finally the gaps observed and conclusion. Chapter third deals with description of the methodology applied in the study, the reason for the method being applied, sample and sampling, data sources, tools used and data analysis.

This fourth chapter contains the analysis and interpretation of data. This is presented under sub- themes such as, profile of the study area, scenario of private higher education in Uttar Pradesh, Enrolment in higher education in Uttar Pradesh, gross enrolment ratio, participation of women in higher education in U.P., Enrolment number of women in higher education in U.P., Enrolment pattern of women in private higher education, analysis of the primary data, profile of the students, to explore the reasons responsible for women to choose private institution for higher study in U.P., conclusion and deals with research question wise detailed discussion results. It also examines current scenario of the Uttar Pradesh. This chapter it is understood that female enrolment is increasing in the state as a whole also in the sample colleges. Chapter fifth deals with the major findings of the study and it also provides the recommendations for improvement of women higher education specially for the Varanasi district and sub district of Uttar Pradesh.

Chapter sixth, which is the last chapter includes the Summary, limitations of the study, suggestions for further research and conclusion. In order to make women's higher education best in Uttar Pradesh best at National level, we, the people of Uttar Pradesh should work together so that every women continue their higher education. Therefore, young women should be encouraged and motivated to pursue higher education without fail. Also, the government of U.P. should introduced some attractive schemes like free tuition fee, special scholarship for women, and awareness should be given regarding the need and importance of higher education among women especially in rural areas for more development of women's higher education. higher education is important for the women because it improves society and economic condition, education is a necessity of life and it completes living. Therefore, it can be suggested that parents as well as women should be motivated for higher education. They also suggested that there should be a reduction in the unequal status of males and females and that women should be more empowered. Women should be provided with networking opportunities and their self-confidence should be increased.

**SUJIT KUMAR LUHA**

Enrolment No.: **20201009**

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| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
| Name of the Supervisor : | **Dr. Sangeeta Angom** |
| Department/Centre : | **Department of Higher and Professional Education** |

## Discriminatory Practices in School Education System in Odisha with Special Reference to Bargarh District, Odisha

**Abstract of the dissertation:**

Discrimination in education refers to the act of denying persons from specific groups' access to their full educational rights. It is considered a human rights violation. Discrimination in education might be based on ethnicity, nationality, age, gender, race, socioeconomic status, disability, or religion. The purpose of this study was to look into Discriminatory Practices in School Education System. The questionnaires were well-designed. One questionnaire was created for the student, and the other was created for the instructor. Students in grades VIII to IX from private and government schools in the Barpali, Bargarh, Bijepur, Gaisilat, Jharbandh, and Rajborasambar blocks of Bargarh Districts of Odisha. Samples had been chosen to match the study's goal. A purposive sample of 240 students (120 males and 120 girls) and 24 samples of heads of institutions from 24 schools were recruited for the study. The researchers looked into the several factors that lead to Odisha's discriminatory education systems. Important aspects to examine are school administration, school boards, medium of teaching, instructional materials, mode of transportation, and teacher availability. The researcher discovered that the syllabus model creates a disparity in education quality between government and private schools in this study. Another form of discrimination is the use of well-experienced teachers who are cooperative. Because private school fees are relatively exorbitant, only wealthy families with a stable economic structure can afford them. Private schools are a luxury education system in this region, according to the research, since they provide different standard facilities like school buses, national level curriculum, smart class room facility, and strong infrastructure, which government schools do not. The rise of the private education system, particularly the emergence of CBSE and ICSE, was also analyzed. The problem of quality emerges when the two school-education systems - public and private - compete. The creation of a wide variety of problems as a result of discriminatory behavior in the educational system should be investigated further through the studies indicated. This is the research's main point.

**Keywords:** Discrimination, Curriculum. Violation, Luxury, Private, Exorbitant

**ANJITA SINGH**

Enrolment No.: **20201010**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. Manisha Priyam** |
| Department/Centre : | **Department of Educational Policy** |

## Addressing Sustainable Development through Education: A Study with Special Reference to Nai Talim

**Abstract of the dissertation:**

Sustainable development has become the catchword of the 21st century in every sphere of life. In contemporary times to meet the growing consumer demands, natural resources have been exploited at such a fast rate that cannot be sustained for long. This excessive unrestricted exploitation of natural resources is a major concern for sustainable development champions. The idea of sustainable development pays attention to strategies for promoting social and economic development without over-exploitation of natural resources and minimal environmental degradation. Gandhian perspective on development holds relevance in the present times when sustainable development has become the broadest policy goal of governance across the globe. Mahatma Gandhi (1869-1948) is a moral philosopher and his ideas paved the way to build an alternate model of development. Gandhi did not talk specifically about sustainable development, as it was not a popular concern a century earlier, but the ideas expressed by him in various instances provide insights on the issue.

Gandhi was pessimistic about the western model of development and therefore he did not favour the 'modern civilization'. The west has influenced us so much that we have adopted the West's culture, education, and lifestyle. We have distanced ourselves from our surroundings and our environment. As education is an essential tool for sustainable development, we should aim for education that adheres to sustainable development goals. Gandhi considered education as a powerful tool for developing society in any desired direction. In this regard, Mahatma Gandhi's Nai Talim concept seems to be relevant and could be a successful alternative for education towards sustainable development. This study is an attempt to understand the Gandhian perspective on living a sustainable and nature-friendly life. Along with looking at the debate around sustainable development, Mahatma Gandhi's critique of modern civilization is reviewed. His idea of Nai Talim (A new model of education) is given special consideration. The study is an attempt oriented towards understanding the Gandhian model of sustainable living and examining how his idea of Nai Talim leads toward sustainable development.

# C THANGMINLAL DOUNGEL

Enrolment No.: **20201011**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. Madhumita Bandyopadhay** |
| Department/Centre : | **Department of School and Non-Formal Education** |

## A Study of Social Access and Participation at the Elementary: A Case Study of Churachandpur District.

**Abstract of the dissertation:**

Access to education is bound by various social barriers whose implications are often taken for granted or not given adequate attention. These subtle social factors have deep impact on education in terms of access and participation of the child in the learning process. Mere physical access to school does not guarantee meaningful participation unless the learning is accompanied by an active participation of the child in the classroom learning.

Access to school encompasses mere provision of school facilities and enrolment of the age-specific children in the school to include classroom participation, and the learning outcome of the child enrolled. Studies have found that considerable number of children of the poor and economically weaker sections of the society, and those of the tribal groups are still in the fringe of educational discourse despite the existence of neighborhood schools (ASER report, 2021). The reasons for not being in school and the impediments that hinders them from participating in the learning exercise despite the access is a critical cause of concern of this study.

The present study looks into the status of RTE and its implementation at the elementary level with focus on the factors that determine the child's access and participation in the school and classroom. It entails to carry out the study amongst the Kuki tribe within Tuibong block in Churachandpur district of Manipur through a Case Study method (Qualitative Research) using the survey questionnaires and interview schedules, focus group discussion from amongst the various stakeholders. The research employs Amartya's Sen 'Capability Approach' is used to understand the underlying reasons for the perpetual educational and social drawbacks of the tribes under study. The study found that several bottlenecks act as a barrier towards achieving meaningful access and participation amongst the population under study. Utilization of the existing local expertise (civil societies) and resources will enable us to engineer long-lasting solution to ensure meaningful access to education and participation of the child in the school and classroom learning.

**Keywords:** Social Access, Participation, Capability Approach, Elementary Education, Tribals, Churachandpur, Manipur.

**KAJAL YADAV**

Enrolment No.: **20201012**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. K. Srinivas** |
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## Blended Learning in Higher Education: An Exploration of its Approaches and Challenges

**Abstract of the dissertation:**

The field of education is rapidly evolving with technology. It is critical that we adjust to the changing requirements. ICT has the ability to expand access to education and meet the global demand to incorporate technology in teaching and learning. Blended Learning is an innovative strategy that integrates face-to-face teaching with web-based learning. It is the art of blending in-classroom and out-of-classroom learning activities. Its usage is increasing slowly and gradually and becoming popular. The National Education Policy (NEP) 2020, highlights the importance of technology-based teaching and learning in the schools and higher education national curriculum. The University Grants Commission (UGC) proposes that higher educational institutions can teach up to 40% of any course online and students can gain credits through it. It is critical to know and appreciate the value of blended learning in India in order to improve educational quality.

The purpose of this qualitative study was to understand the perception of teachers and students about using blended learning in higher education. Additionally, the study explored the challenges faced by them while adopting and implementing it. This qualitative study was exploratory in nature. The research gained the teachers' and students' views and experiences using questionnaires and the interview method. A total of 40 participants were selected using purposeful and snowball sampling, including 20 teachers and 20 students from higher education institutions in Delhi and Meerut. The analysis of the data was done using thematically. The study found several benefits from teachers' and students' perspectives. The approach promotes active and effective learning for students and enhances classroom learning making it interactive and interesting. Simultaneously, the study examined several challenges of using blended learning that need to be addressed. There is a requirement for well planning with requisite resources and a positive mindset in order to enhance teaching-learning.

**Keywords:** Blended Learning, Indian Higher Education, Teaching and Learning, ICT integration, Pedagogy and Content, Teachers and Students perceptions

**RASHMI MISHRA**

Enrolment No.: **20201013**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. Rashmi Diwan** |
| Department/Centre : | **National Centre for School Leadership** |

### Role of Community Leadership in the Functioning of Elementary Schools: An Exploratory Study in Rai Block of Sonipat District in Haryana

**Abstract of the dissertation:**

The present study gives reflection and in-depth understanding about the community leadership and its role in the school function through interpretative exploration of school community linkages, community and community leadership and its role in school functions. Contextualised in the Rai Block of Sonipat District in Haryana it attempts to study the role of community leadership in the functioning of elementary schools and the nature of interventions taking place within the schools. Further it also aims to explore the nature of contributions by School Management Committees (SMCs), their capacity building provisions and involvement of community leaders in different schools. The study proposes to explore whether community leadership exists in actual practice or not? If yes then who are the leaders and what is their role in the school functioning? Last but not least the question will remain significant whether community leadership leads to empowerment of disempowered or already empowered groups. The study is and exploratory in nature which includes research techniques and tools like Focus Group Discussion (FGD) and questionnaire. The sources of the data are both primary as well as secondary in nature. The review literature has been obtained from the international and national studies conducted in the field of community leadership. Narrative analysis has reconnoitred the real life experiences and their views about the community and leadership. FGD with SMCs members provides some interesting and useful insights which are otherwise considered unexplored in general.

As the study explores the conceptions, ideas and notions related to the community leadership and its role in school functioning it unfolds the views of different responses collected during the field research in the Government schools located in the Sonipat District, Haryana. Various aspects and views are narrated under the different headings and subheadings. Besides, the chapter makes an effort to understand the role of SMCs by incorporating the views of its members. In nutshell, it underpins the thoughts and understanding of different stakeholders as well as the related functional aspects of community leadership in schools. As respondents belong to different age-groups, gender, religion, caste and families, interesting facts, views and perceptions have emerged from the collected data. So, the chapter recapitulates the same with reference to the selected theme of the research. The main findings are obtained from the analysis done in the previous chapter. The conclusion was derived and contextualized within the literature review.

**AYANA PATHAK**

Enrolment No.: **20201014**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. Sunita Chugh** |
| Department/Centre : | **National Centre for School Leadership (NCSL)** |

## Schooling the Girl Child: Exploring the Hidden Curriculum on Femininity

**Abstract of the dissertation:**

The topic, 'Schooling the Girl Child: Exploring the Hidden Curriculum on Femininity' is a study which attempts to understand the ways in which a girl child is 'schooled', in terms of behaviour disciplining, by drawing gendered connotations of the same. The idea is to analyse the role of the school in shaping and perpetuating ideas of gender and associated behaviour, by means of grooming children into gender specific roles, which as this study argues is by means of the hidden curriculum. The larger argument is the replication and reproduction of ideas of the society, within the institution of the school, which function as miniature versions of larger society. As such, the social constructions of the basis of gender, especially that of femininity, is explored in this regard.

The study relies on a vast content of secondary literature, to establish the theoretical and conceptual foundations of the topic. Then, by means of primary research, the schooling of the girl child, and imbibing in them ideas of femininity, by means of the hidden curriculum, is explored in the contextual set up of the city of Guwahati. The study relies on basic observation of schooling patterns, and largely drawing from interviews and narratives collected from girl students, based on their school experiences.
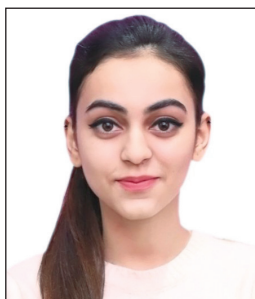
**GOVINDA KUMAR SAH**

Enrolment No.: **20201015**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. K. Biswal** |
| Department/Centre : | **Department of Educational Planning** |

### Gender Parity in Government Schools: A Comparative Study of Saran and Muzaffarpur Districts of Bihar

**Abstract of the dissertation:**

The pre-existing literature on Gender, Gender Parity, Gender Equality and Equity point that there is a sanguine correlation between higher degree of education in women and growth in economy and national development, living standard of people, upward mobility and reduction in poverty, child malnourishment, child mortality rate and maternal mortality rate. Despite international and state level commitments under Sustainable Development Goals (SDGs), Millennium Development Goals (MDGs), Education for All (EFA) etc gender parity in education especially in secondary and higher has been a distant dream for India in spite of its independence being longer than the existence of some of the nations in the world. Following up on the issue, by applying the mixed method approach of data collection and analysis, this study examined the problem of, "lack of gender parity" in primary and upper primary in Saran and Muzaffarpur districts of Bihar. The study arrived at the discernment that socio-economic factors, early marriage, patriarchy, gender stereotypes and household factors curtail girls' education in these rural areas. Although girls outperform boys in primary and upper primary with better retention and participation rates but lag behind boys in completion rates at secondary level. The aforementioned factors and other local factors restrict Indian girls from gaining gender parity in education. Majority of girls and boys in the study areas were from socially and economically backward classes of Bihar like SC/ST/OBC/EBC. The study concludes that the educational status of these marginalized groups especially girls could be improved through reforms in educational polices. The findings of the study are expected to contribute towards effective policy planning for improvement of educational stratus of girls, especially those with socio-economic disadvantages.

**AISHWARYA SHARMA**

Enrolment No.: **20201016**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
|---|---|
| Name of the Supervisor : | **Prof. Neeru Snehi** |
| Department/Centre : | **Department of Higher and Professional Education** |

## Functioning of Private Tutorial Centres during Covid-19 Pandemic: Challenges and Prospects

**Abstract of the dissertation:**

The start of the year 2020 took an unprecedented detour from what people expected, the coronavirus disease outbreak became a global challenge. The pandemic dismantled the everyday functioning of various sectors worldwide. The education sector was no exception. The sector took a considerable deviation from the usual procedures and developed alternatives for teaching-learning practices. The non-formal education sector, such as the tutorial-business centres, also experienced an abrupt disruption. In order to stay in business, many private tutorial centres attempted to adapt to the sudden transition from offline to online environment. Many news articles have highlighted the impact of the pandemic on the conditions of tutorial centres, from completely shutting down to struggling to sustain using online platforms. Therefore, further studies in this area can help analyze situations and develop strategies for these centres to survive. This study discusses the experiences of three individual private tutorial centres located in the same neighbourhood i.e., Yamuna Vihar, Delhi, India. The study is qualitative and has employed an exploratory research design. Semi-structured interviews were conducted with the centres' leaders, tutors, and students. Secondary sources like newspapers and other relevant research from diverse fields of social sciences framed a systematic literature review. The findings point toward significant challenges and ways in which the centres responded to them. It highlights the level of acceptance and extent of technology adoption/use among the members for the centre's effective functioning. It further elaborates on how influential leaders and teams together can learn to grow, innovate and be resilient even at unpredictable times. The study concludes with recommendations for the best practices.

**RAJIV KUMAR**

Enrolment No.: **20201017**

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| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
| Name of the Supervisor : | **Dr. Suman Negi** |
| Department/Centre : | **Department of Educational Planning** |

## Geographical Mapping of Engineering Institutes in Bihar: Studying its Availability

**Abstract of the dissertation:**

The quality engineering education could provide innovative solutions to large number of pressing challenges which the world is facing today, in form of environmental problems, water, health and energy crisis and other societal challenges. But, there is lack of much insight on availability and accessibility of quality technical education across regions. So, this research paper has examined the availability of higher technical institutions in India and participation of youths under such education, with particular focus on Bihar- a rural, less developed and 3rd largest populous state. It also analysed the factors, which affect the establishment of technical institutions in a region and projected the future demand of seats under engineering education in the state with help of QGIS based mapping. To achieve this purpose, quantitative method was used with exploratory research design. It found that the eligible population (18-23 cohorts) in Bihar was 9.5 percent of eligible population of India in the year 2021. But, the number of engineering colleges in Bihar was merely 1.9 percent of corresponding number in whole country. Then, engineering college density also found to vary from 7.41 for Tamil Nadu to 0.29 for Meghalaya. So the number of new engineering colleges should be decided considering college density as one of the factor. At the same time, the significant effect of college density on participation was reflected from regression coefficient of 2.93. Then, the projected demand of number of engineering colleges in Bihar by 2036 (when India targeted 50 % gross enrolment ratio for higher education) under zone-1, zone-2, zone-3 and zone-4 came out to be 66, 66, 31 and 57 respectively. And, while conducting this research, the COVID19 restrictions, resource and time constraint were major challenges.

**VANDANA SINGH**

Enrolment No.: **20201018**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. Kumar Suresh** |
| Department/Centre : | **Department of Educational Administration** |

## Multicultural Perspective and Diversity in Educational Process of India: A study of Children's Multicultural Literature

**Abstract of the dissertation:**

India is a diverse country with many languages, customs, and ethnic groups. In India, the multicultural experience is symbolised by a pattern known as "unity in diversity." Multicultural education is advanced as an important response to diversity in educational processes. The idea and framework of multicultural education may trace back to the movements for recognition of identity and rights in multicultural societies. Multicultural education is a philosophical notion founded on the ideas of liberty, justice, equality, and human dignity, which have been recognised in many texts.

Children's stories have traditionally been told in India, by family members as well as by gurus. Children's stories are a time-honoured practice that reflects values, mythologies, and cultures that are passed down through the centuries. There are various views about literature and the content to be included into it. Children's literature has its own history. Literature written specifically for children started to be published in the seventeenth century. There are a variety of children's books at the elementary grade levels portraying characters who have different cultures. Multicultural literature is an effective tool for children to develop a deeper understanding of their own culture as well as the cultures of others.

It's more necessary than ever for teachers to incorporate culturally responsive instruction in the classroom, whether they're teaching elementary school, middle school, or high school students, in our increasingly diverse and global society.

The present study proposes to explore children's literature that portray different cultures in their various genres, specifically in India. The present study has been designed as qualitative exploratory research. The researcher has used an interpretive approach where the essence of the research lies in the understanding of the process involved in the phenomenon to be studied. The researcher used 'content analysis' for qualitative analysis of the story books.

**SUMANTA HALDER**

Enrolment No.: **20201019**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
|---|---|
| Name of the Supervisor : | **Prof. Sudhanshu Bhushan** |
| Department/Centre : | **Department of Higher and Professional Education** |

## A Study on the Experience of Internationalization at Home of Indian Universities

**Abstract of the dissertation:**

Globally, a minuscule number of scholars and faculty go abroad to obtain full-time foreign degrees or short time courses. In contrast, many non-mobile students, scholars, and faculty stay in their home country for higher education. From a global knowledge society perspective, higher education must cater to scholars and faculties at home. At this juncture, the necessity of internationalization at home became apparent. It is one of the emerging dimensions of the Internationalization of Higher Education. The present study tried to explore internationalization at home through the lens of institutional perspectives. The researcher tried to analyze stakeholders' understanding of the concept of internationalization at home. Further tried to explore institutional initiatives related to internationalization at home. Finally, the role and experiences of the stakeholders were examined. A qualitative approach of research with a case study method was followed. A total number of ten officials from international student offices from two case universities were selected purposively for the study. The research data were collected through semi-structured interviews to reveal the participants' perceptions and experiences of Internationalization at home. Institutional annual reports, project reports, and NAAC Annual Quality Assurance Reports were used as secondary data sources. The finding reveals that understanding of 'internationalization at home' among stakeholders is limited to student and faculty mobility only. In reality, internationalization at home consists of various components such as internationally relevant curricula, innovative teaching-learning processes, better learning outcomes, and opportunities for global citizenship development. Specific campus activities have been initiated in the case universities where the experiences of stakeholders are both challenging and rewarding.

**PABITRA SAHA**

Enrolment No.: **20201020**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. Pranati Panda** |
| Department/Centre : | **Department of School and  Non-Formal Education** |

## A Study of Teacher Management in the Aspirational Districts of Odisha

**Abstract of the dissertation:**

The school teacher is one of the most significant inputs to the education system in order to achieve the Millennium Development Aims for education and the broader Education for All goals. The management of the entire education system has an impact on teacher morale because most decisions affecting teachers are made outside of the school with little input from direct teacher managers. A qualified and competent teaching staff, consisting of teachers in sufficient numbers in relation to classes (sections), subjects, and available time, is required by policy. The purpose of this study was to study the teacher management in terms of teacher recruitment, teacher's availability, teacher's policy, teacher's qualifications and status in the aspirational districts of Odisha. The population of the study has been considered in the five aspirational districts of Odisha, viz. Bolangir, Gajapati, Dhenkanal, Koraput, and Malkangiri. The nature of the study was quantitative as it describes the variables in the numerical forms. The findings have shown a teacher deficit, a school without female teachers, teachers with professional qualifications and teachers by social categories. The research covers the existing teaching workforce and highlights features of teacher availability and status from 2012 to 2020, using data from the Unified District Information System for Education and literature. According to the literature, there is a need for teacher management in education to develop educational facilities and build educational institutions with quality education in order to improve the education of children. The acknowledgement that all teachers must be qualified in accordance with NCTE rules following RTE 2009 and the NCTE guidelines on teachers has bolstered the case for parity amongst teachers with equal qualifications doing similar tasks. Finally, the study's findings led to a number of district-specific, gender-specific, and social-group specific conclusions that should be considered as part of state planning strategies for teacher recruitment, availability, and professional qualifications.

**BISMA MANZOOR**

Enrolment No.: **20201021**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Dr. Mona Sedwal** |
| Department/Centre : | **Department of Training and Professional Development** |

## Education and Disability: A Study on Access to Higher Education for Students with Disability in Jammu and Kashmir

**Abstract of the dissertation:**

Students with disabilities represent an evolving population in higher education institutions of every state, whose insights and experiences of higher education are ultimately shaped by their sociocultural experiences, the existing environment, and the accessibility of specific facilities, required by them. From 2001 to 2011, the disabled population increased by 19.3 per cent. The proportion of the disabled people in the union territory of Jammu and Kashmir is rising rapidly vis-à-vis other states of India because of the conflict based violence. Yet, like in other societies, in Kashmir too disabled people face a large number of obstacles while attempting to achieve higher education. Several schemes and Programs are being implemented in the State in order to facilitate the persons with disabilities to reap benefits from growing socio-economic environment. Pension scheme, special school, scholarship & stipend to continue with their higher studies, self-employment programs, reservation in jobs and educational institutions and reservation in poverty alleviation programs are some of the measures implemented for the welfare of the persons with disabilities. However much more remains to be attended to in this area. Capability approach was used since it is one of the most comprehensive frameworks of thought on issues and conditions which are related to students with disabilities in higher education by its provision of various useful implications. The study focused on 30 students with disability studying in Higher Education Institutions of Kashmir during the year 2021. The present study is exploratory in nature. To answer the research questions posed in this study, the researcher used a mixed method approach which is a procedure for collecting, analyzing and mixing or integrating both quantitative and qualitative data at different stages of the research process within a single study. The combination of the two methods provides the researcher with multiple ways of looking at a complex problem. On one hand, the quantitative method allows for deductive thinking, scientific testing of hypothesis, and standardized data collection from respondents and simple statistical analyses. The outcomes uncovered that these individuals face a number of complications and go over a tremendous difficulties, for example, encountering harassment, being rejected from the college, poverty, absence of institutional help, conveyance, monetary help, classes framework.

**JAMSHED AHMAD**

Enrolment No.: **20201023**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
|---|---|
| Name of the Supervisor : | **Prof. A.K. Singh** |
| Department/Centre : | **Department of Educational Policy** |

## Modern Education Through Madarsa: A Study of Selected Madarsas in Uttar Pradesh

**Abstract of the dissertation:**

In India, a large number of Muslims are educated in either Madarsas or formal schools. Madarsa is a traditional institution of learning to which the Muslims attend as moral binding for learning the Qur'an, Hadith and other religious texts and practices. Madarsas were never restricted to only providing religious instructions because Madarsa education is not a new concept in today's world because it was used to educate people when there were no formal schools. In the meantime, many non-Muslims, such as Raja Ram Mohan Roy, Dr. Rajendra Prasad, and Munshi Premchand, began their early schooling in the village Madarsa under the instruction and supervision of maulvis due to the absence of primary education systems in India's villages. However, this notion has shifted, and Madarsas have become the epicentre of religious education. In today's world, marginalized Muslim communities are increasingly pressing their Madarsas to provide more inclusive education. Inclusive education brings together religious and secular education. Recitation of the Quran, Hadith, and other religious texts are examples of religious education.

On the other hand, Modern education refers to the introduction of formal subjects such as English, Hindi, and mathematics into the Madarsa. However, the majority of Madarsas in India is privately owned and employs traditional teaching-learning methods. In such a situation, modern education proves to be an effective reinforcing tool. As a result, subsequent Indian education policies have advocated for modern subjects to be taught in Madarsas. The Modernization notion was used as a theoretical framework of this study which talks about rationality, and modernization resembles such a cultural order. It represents a universalistic rather than particularistic approach to issues and their appraisal; when dealing with emotional responses to problems, the alignment is empathic rather than constrictive; modernity is anchored in the scientific worldview; it has a profound and positive relationship with levels of scientific knowledge, technological competence, and technological resources in a given culture. This study deals with the notion of modern education and the challenges of imparting modern education through Madarsas, the perspective of different stakeholders on modern education and preference towards Madarsa education, and how modern education is being imparted in Madarsas etc. Finally, primary research was conducted to determine the reality of modern subjects being taught in Madarsas. The research was conducted using qualitative and quantitative research methodologies, as well as semi-structured interview and observation, photographs etc. tools were used. Thematic analysis was used to analyze the data, and the results show that the majority of stakeholders (Teachers, Students, Parents, and The Head of the Madarsas) are interested in modern education. They are conscious that purely religious education will not assist their children in earning a good living, due to outdated traditional teaching-learning methods and techniques, a negative attitude toward modern subjects, and a lack of developments, experiments, and research. Second, this study found that there is lack of teaching learning materials which is an obstacle to provide modern education through Madarsas. Third, this study found lack of adequate number of qualified and trained teachers, and teachers related issues (recruitment, qualification, salary and status etc.) have also been investigated. This study tried to give a flavor towards Modern education through Madarsa and it becomes a milestone step to minimize such types of concerns. With the help of this study, it makes certain suggestions to make Madarsas' education system strengthened in the realm of Modern education for the future of the nation.

**DIWAKAR SONI**

Enrolment No.: **20201024**

| Name of the Programme completed: M.Phil./Ph.D. : | **M.Phil.** |
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| Name of the Supervisor : | **Prof. K. Biswal** |
| Department/Centre : | **Department of Educational Planning** |

## Exploring the Dynamics of Community Participation and its Role in School Improvement: A Case Study of Select Government Schools in Chhattisgarh

**Abstract of the dissertation:**

Community participation in education has become one of the most discussed topics in the field of education, especially school education. In Indian context, with the advent of the notion of decentralized political governance, the sphere of school governance has also received much attention as far as participation of communities is concerned. Greater emphasis is now being given to decentralized participatory structures like School Management Committees (SMCs) for school improvement and school-based management. This study explores the dynamics of community participation in select government schools with a particular focus on its role in school improvement. The study tries to find out where are we missing in the process of involving communities in schools and how 'communicative action', as conceptualized by Habermas, can act as a catalyst to enhance the process.

**NIVEDITA SARKAR**

Enrolment No.: **20102008**

| Name of the Programme completed: M.Phil./Ph.D. : | **Ph.D.** |
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| Name of the Supervisor : | **Prof. J.B.G. Tilak** |
| Department/Centre : | **Department of Educational Finance** |

## The Economics of Participation in Higher Education

**Abstract of the Thesis:**

Widening participation in higher education is one of the most important policy concerns of every nation – since it is extensively recognized that higher education promotes equitable social and economic development by enhancing human and technical capabilities of a society. Higher education, other than endowing people with knowledge and skills relevant for the labour market, also creates opportunity for socio-economic mobility. However, participation in higher education requires significant amount of expenditure at the level of *both* households and the State. According to Panchamukhi (1989) both these investments are *interrelated and interdependent* in a manner that – in absence of one component the probability of under-allocation of resources increases.

The present study, drawing on NSS 64th round unit level data on education, attempts to capture the economics of participation of students in higher education in India. It intends to capture the dynamics of participation by answering the following *five* questions:

*First,* what are the levels and patterns of participation and expenditure (both incurred by household as well as Government) in higher education in India?

*Second,* what are determinants of household expenditure in higher education in India?

*Third,* whether public spending in higher education has any role to play in enhancing enrolment in higher education?

*Fourth,* what is the relationship between household and public expenditure in higher education in Indian context?

*Finally,* what are the determinants of participation in higher education? Whether labour market returns have any role to play in it?

The estimates from the statistical models employed, highlight complex and intricate relationship between class, caste, gender and location regarding enrolment in higher education in India. It also reveals that the public spending in higher education has a predictable impact on enrolment and therefore reinforces the need to protect or step up public spending. The study ascertains, household and government expenditure on higher education is complementary in nature in Indian context. Further, the it shows that there exists positive relationship between rate of return and higher educational attainment in rural India only. For unban India the relationship is ambiguous.

**DEEPSHIKHA SINGH**

Enrolment No.: **20102009**

| Name of the Programme completed: M.Phil./Ph.D. : | **Ph.D.** |
|---|---|
| Name of the Supervisor : | **Prof. Neelam Sood** |
| Department/Centre : | **Department of School and Non-Formal Education** |

## Early Intervention for Children with Special Needs: Role of Government and Non-Government Service Providers

**Abstract of the Thesis:**

The aim of the PhD research was to highlight the actual status of early intervention provision and teachers' role for facilitating early intervention in government and non-government schools. Inclusion of CWSN is being strengthened through various policy initiatives but these are limited mainly to elementary and secondary education. The study clearly pointed out the challenges affecting teachers' role for early intervention. The focus of PhD study was to examine teachers' role for early intervention in schools. The findings of the study are concluded mainly in terms of gaps in teachers' *knowledge, attitude* and *practices* of early intervention which in the present study are considered as the elements of teachers' role. The overall findings of the study provided a base for the argument of crucial barriers that restrict early intervention of CWSN in pre-schools and schools. These included professional inadequacy and poor preparation of teachers for early intervention, poor provisions of early intervention in schools for CWSN, poor knowledge of teachers on early intervention, teachers' positive attitude but lack of commitment to include CWSN, lack of practices for early intervention, resource dependency, lack of compensatory intervention and sole reliance on remedial intervention, poor link between home and school, and parents' dissatisfaction from early intervention services in schools. The results of the study are summarized in terms of the status of early intervention provisions and teachers' role for early intervention. Poor provisions of early intervention for CWSN and gaps in teachers' role of early intervention had resulted in parents' dissatisfaction with the present early intervention services in schools. The results indicated that school related situational factors such as poor provision of early intervention services and gaps in terms of teachers' role of early intervention in schools had already or may result in exclusion (including health, educational and social exclusion) of young CWSN.

**SANGHAMITRA DAS**

Enrolment No.: **20092007**

| Name of the Programme completed: M.Phil./Ph.D. : | **Ph.D.** |
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| Name of the Supervisor : | **Prof. Neelam Sood** |
| Department/Centre : | **Department of School & Non-Formal Education** |

## Participation in Medical Education in University of Delhi: A Gender Based Analysis

**Abstract of the Thesis:**

The present study was an attempt to unravel the underlying (gendered) realities of medical education through the understanding of participation of medical students. Participation was primarily understood through involvement of the enrolled medical students as an influence of their own gender. The study also aimed to know how it (gender) was impacting their professional aspirations which in turn acted as a loop to involvement by becoming a direct correlate to it. The theoretical background for the present study was based on the literature existing in the area of 'Sociology of Gender'. Analytical framework of 'communities of practice' as a result of situated learning was utilized to analyze the power structure in organizations/groups and to know the legitimate peripheral participation of female students. Broadly two levels were identified to examine the participation. These were academic and non-academic involvement which works in conjunction to impact the outcome.

The study was both descriptive and exploratory in nature to understand the gender difference in participation of medical students. The universe of the present study was faculty of medical sciences, University of Delhi. Population for the present study included male and female medical students of selected two medical colleges under University of Delhi. The total sample size happens to be 263 which were drawn randomly from these two selected allopathy colleges.

From the primary analysis of available secondary data, it emerges that there is social acceptability for women to pursue undergraduate course (MBBS). However, at the post graduate level there is concentration of men vis-à-vis their female counterparts. There is also a gender divide or unequal distribution of male and female students in different specializations.

Apart from this, there is disparity within gender as most of the medical students belonged to higher socio-economic category. Empirical study of the enrolled medical students revealed that due to existing stereotypical environment in the sampled medical institutions, females had more difficulties in practical/ procedural skill gaining classes for MBBS as well at post graduate levels. Stereotypical challenges faced by the sampled female medical students include low perception of the patients for female doctors, non-gender sensitive ecosystem at the hospital.

The present study has made a contribution in identifying such influences which has a different bearing for the successful continuation of hitherto disadvantaged female students particularly in Indian social milieu.

**SHADMA ABSAR**

Enrolment No.: **20092003**

| Name of the Programme completed: M.Phil./Ph.D. : | **Ph.D.** |
|---|---|
| Name of the Supervisor : | **Prof. Pranati Panda** |
| Department/Centre : | **School Standards and Evaluation Unit** |

## A Study of Distributed Leadership of School Heads and its Impact on Teachers' Work Behaviour

**Abstract of the Thesis:**

School leadership has been recognised as an important factor in transforming schools as learning organizations both internationally as well as in the Indian context. School leadership has evolved from the heroic or person centric forms of leadership to distributed leadership where in leadership functions are carried out by many rather than few members thereby creating a decentralised structure of governance as opposed to the top-down approach. This study aimed at exploring distributed leadership of school heads in the Indian context and its impact on teacher's work behaviour as a variable for school improvement. Distributed leadership was conceptualised as comprising of pattern of leadership distribution, distribution of leadership practices and participative decision making. Distributed leadership of school heads was explored quantitatively using a self-constructed and standardized rating scale. Work behaviour of teachers was explored through by studying the teachers' organizational commitment, teachers' organisational citizenship behaviour and job satisfaction. Teachers' perceptions on distributed leadership of school heads and its impact on the work behaviour of teachers were explored both quantitatively and qualitatively. Statistical techniques like ANOVA, t-test, correlations and stepwise multiple regressions were used to analyse the data. In-depth interviews with the school heads, teachers and observation were mainly used for understanding the context qualitatively. The findings of the study revealed that teachers perceived their school heads as distributed leaders, however there were differences across two school managements. Distributed leadership was found to have significant impact on teacher organisational commitment and their citizenship behaviour. This study has implications for development of distributed leadership among school heads in state government schools, which has an impact on teachers' work behaviour as a variable for school improvement.

**BHANU PRATAP PRITAM**

Enrolment No.: **20092006**

| Name of the Programme completed: M.Phil./Ph.D. : | **Ph.D.** |
|---|---|
| Name of the Supervisor : | **Prof. J.B.G. Tilak** |
| Department/Centre : | **Department of Educational Finance** |

## A Study of Privatization in Teacher-Education with Special Reference to Quality of Self-Financing Course

**Abstract of the Thesis:**

The present study made an effort to examine the growth trends in privatization of teacher education in general and secondary teacher education in particular and found that there is unprecentended growth in the number of teacher education institutions in the country. Particularly, northern, southern and western region of the country have shown high and mushroomed growth whereas, eastern region of the country have shown less growth in privatization of teacher education institutions.

It has also examined the policies of teacher education by comparing different norms and standards of NCTE and found that these norms have been degraded resulting in compromised quality of teacher education institutions and its quality as well. Degrading norms and standards found to be privatization friendly especially in terms of faculty qualification and infrastructure norms which has major connotation for quality degradation.

Finally the practice of quality norms in the teacher education institutions in CNCR Delhi found to be less to the mark especially in MDU Rohtak and CCU Meerut region and slightly better in GGSIPU region's colleges. Therefore, it can be concluded that the policies of teacher education and their practices differ significantly in different regions of CNCR leading to compromised quality of teacher education institutions and their programmes.

As a conclusive remark, it can be said that privatization in teacher education in the last two decades have met the demand of teacher education but on the other hand severely compromised with the quality issues. There are regional imbalances in the availability of teacher education institutions in the country. Although, NCTE have made many efforts to curb privatization leading to commercialization but have failed so far is also reiterated by JVC Report 2012-13.

**RASHIM WADHWA**

Enrolment No.: **20102002**

| Name of the Programme completed: M.Phil./Ph.D. : | **Ph.D.** |
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| Name of the Supervisor : | **Prof. Rashmi Diwan** |
| Department/Centre : | **National Centre for School Leadership (NCSL)** |

## Determinants of Entry to Higher Education in India

**Abstract of the Thesis:**

The Indian higher education system is supposed to be the source of equal opportunities to all students irrespective of their life circumstances. Does it succeed in realizing this ideal? In fact, the system of higher education inadvertently plays a critical role in constructing and recreating the inequalities between groups. The prime victims of inequality are first generation students, whose disadvantages are unseen, their voices ignored and left on their own. In India, first-generation students are typically confronted with the dynamics of caste based inequality in addition to their deficiency in the cultural and social capital. In this context, the purpose of this study was to examine if being a first-generation student had a significant influence on educational attainment. The field survey data of 900 senior secondary students was employed for the analysis. For the purpose of analysis, educational attainment was measured in terms of completion of higher secondary school and entry into higher education.

The findings of the study confirm the difference in educational attainment between first generation students and their counterparts. Results of logistic regression indicate that the location, category, family income, academic achievement, stream of education, and social and cultural capital are the pertinent factors which influence the educational attainment of first generation students.

**SAKSHI SHARMA**

Enrolment No.: **20112001**

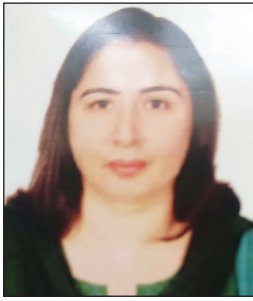| Name of the Programme completed: M.Phil./Ph.D. : | **Ph.D.** |
|---|---|
| Name of the Supervisor : | **Prof. Pranati Panda** |
| Department/Centre : | **School Standards and Evaluation Unit** |

## Preservice Teacher Preparation for Inclusive Education: A Study of Policies and Practices in Elementary Teacher Education

**Abstract of the Thesis:**

Over the years, education policy reforms have been exerting increased pressure over the schools to improve teaching and learning process thereby expanding the duties and responsibilities of its teachers. The teacher now needs to be a facilitator for providing quality 'Education for All' to the children for addressing the issue of access & equity. The teachers, being the catalyst for improved student learning outcomes, need enhanced competenciess to deal with the diverse student population that is now accessing the Indian classrooms with the recently adopted Rights Based Approach to education. The policies demand teachers to be equipped with a better understanding of curriculum, subject content and pedagogy on the one hand and community, school structures and management on the other which has necessitated a comprehensive reform of teacher education programmes.

Teaching children from diverse backgrounds requires a tremendous amount of flexibility in teaching practices and processes as well as in curriculum design and learning materials to respond to their diverse learning needs and interests. Therefore, there is need for strengthening knowledge, skills and attitudes of teachers for creating inclusive ethos and learning environment in schools. This triangulated effect of knowledge, skills and attitudinal building would aid in developing the awareness among teachers and comprehensive perspectives of inclusive education as part of their role and responsibilities.

In this regard the study, using descriptive survey research design, attempted to converge the policies and practices in teacher preparation in India at the elementary level to identify the gaps that exist in preparing the teachers for inclusive education.

**VAISHALI NARULA**

Enrolment No.: **20092001**

| Name of the Programme completed: M.Phil./Ph.D. : | **Ph.D.** |
|---|---|
| Name of the Supervisor : | **Prof. Sudhanshu Bhushan** |
| Department/Centre : | **Department of Professional & Higher Education** |

## Accountability in the Governance of Higher Education

**Abstract of the Thesis:**

The dissertation *Accountability in the Governance of Higher Education* explores the governance structure of University of Delhi and Ambedkar University Delhi with specific focus on the discourse of accountability and its relationship with the nature, structuring and functioning of the universities.

*Fundamentally, the idea of this dissertation is to understand the role of governance in understanding accountability.* The governance structure (simple or complex) with unitary or affiliating nature has ramification for accountability. The university organization is embedded in its norms and patterns of behaviour and the 'way of doing things'. The study through the case of two public universities one central and the other state university has looked at the relationship of governance and accountability. The governance and accountability relationship aim to identify types of accountability and in continuum how these types of accountability are perceived by teachers. So, the research attempts to look into processes, practices and the bodies which assist in the governance and the functioning of the university. The central aim of this research is to examine accountability in the governance of higher education.

The study in its attempt towards understanding accountability and its dimensions in the context of different governance structures has taken the case of a central university and a state university with affiliating and unitary nature respectively. Ambedkar University Delhi (AUD) is the state unitary university with simple structure of governance and University of Delhi(DU) as the central university which has a complex structure of governance and is an affiliating university. In the process of academic governance an attempt has been made to understand how accountability is practiced and perceived by teachers in a unitary state university as opposed to large affiliating central university.

**SAJAD AHMAD DAR**

Enrolment No.: **20132002**

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| Name of the Programme completed: M.Phil./Ph.D. : | **Ph.D.** |
| Name of the Supervisor : | **Prof. A.K. Singh** |
| Department/Centre : | **Department of Educational Policy** |

## Education, Culture and Livelihood among Nomadic Pastoralists: A Case Study of the Bakarwals in Jammu and Kashmir

**Abstract of the Thesis:**

*Bakarwals of Jammu and Kashmir:* In Jammu & Kashmir, earlier eight communities vide the Constitution (Jammu & Kashmir) Scheduled Tribes Order, 1989 were considered as Scheduled Tribes. Later four communities were added to the list namely- Gujjar, Bakarwal, Gaddi and Sippi. These four communities were notified as the Scheduled Tribes vide the Constitution (Scheduled Tribes) Order (Amendment) Act, 1991. All the twelve Scheduled Tribes (STs) were enumerated officially for the first time during the Census 2001.

*Statement of the Problem:* The study discusses the challenges that nomadic pastoral communities in general and the Bakarwals in particular encounter in educating their children. The Bakarwals being a nomadic tribal group, having distinct culture and livelihood suffer from various forms of prejudices, stereotypes and backwardness. They form one of the most disadvantaged groups among other Scheduled Tribes in Jammu and Kashmir. They tend to be educationally and economically backward (Wani & Jalal, 2016). The research while taking the Bakarwals as a case study looks at the current education system that is being provided to these nomadic communities. It examines the issues that hinder these communities from accessing and participating in the formal education system. The study attempts to look into the factors that have rendered the Bakarwals as economically weak and educationally disadvantaged despite various government initiatives to connect them to mainstream groups. The study tries to bring out a few viable strategies that can be adopted for improvement of education of the nomadic communities at large with focus on the Bakarwals.

**ANUNEETA MITRA**

Enrolment No.: **20132005**

| Name of the Programme completed: M.Phil./Ph.D. : | **Ph.D.** |
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| Name of the Supervisor : | **Prof. Aarti Srivastava** |
| Department/Centre : | **Department of Higher and Professional Education** |

## Education and Earning Linkages: An Economic Analysis in the Indian Context

**Abstract of the Thesis:**

The present study points out at the importance of not only human capital variables but gender, caste/social groups, locational, occupational, and individual factors impacting earnings of an individual. Thus, making an attempt to assess these factors and focusing on how education and earnings interact controlling for them . Drawing from literature the examination for the same has been done across five wage quantiles to comprehend the interplay between earnings, education and other specified control variables which helps in overcoming the limitation associated with masking information which arises from solely looking at averages.

This study looks only at private rates of return, acknowledging the paucity of data to capture social rates of return. After exploring the various factors influencing an individual's earnings,it was seen that despite having comparable explanatory variables, rates of return estimates,mean log of hourly wage showed divergence.This phenomenon became more pronounced when evaluated on the lines of gender(male/female) and caste/social groups.Thus,necessitating unravelling of the occupational and educational distribution of these groups to ascertain the extent of segregation at various levels of disaggregations to help furnish explanations in understanding the observed differentials.

Taking cue from literature,it comes to fore that occupational segregation has been largely responsible for observed wage differentials in developing and developed countries alike.Thereby,warranting the need to decompose the wage gap in order to understand to what extent an individual's attainment of education and other control variables can substantially explain the wage differential and to what extent can this gap be owed to discrimination i.e. remain unexplained.

With this understanding, the study proposes to make a contribution by using the latest Employment Unemployment NSS unit level records(NSS 68th round), thereby furnishing to capture the recent scenario. Moreover, very few Indian studies have used the technique of Quantile regression to study the effect of covariates on the conditional wage distribution separately for workers disaggregated at the level of sector,type of enterprise, regular and casual workers and also disaggregated at the level of gender.

**Objectives of the study**

The current study attempts to empirically investigate the linkage between education and earnings.Thus,following are the objectives which  the present study seeks to address:

- To examine the effect of human capital variables, household factors, workplace characteristics, individual characteristics and locational characteristics on earnings of an individual- by all India (all workers), regular/casual, public/private sector.
- To analyse the rate of return for different levels of education- by all India (all workers), regular/casual, public/private sector.
- To analyse educational and occupational segregation across gender (male/female), caste/social groups, public/private sector, statewise
- To ascertain the wage decomposition across gender and social groups- gender (male/female), caste/social groups, public/private sector, statewise.

**MANASI THAPLIYAL NAVANI**

Enrolment No.: **20113001**

| Name of the Programme completed: M.Phil./Ph.D. : | **Ph.D.** |
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| Name of the Supervisor : | **Prof. Kumar Suresh** |
| Department/Centre : | **Department of Educational Administration** |

## Academic Reforms in Higher Education in India: Case Study of University of Delhi

**Abstract of the Thesis:**

The objective of this study was to critically explore the dynamics that play out between educational reform proposals, and the institutional response and practices in higher education through a case study of the University of Delhi (DU). The study drew upon Becher and Kogan (1980/1992), van Vught (1989), Levine (1980), Clark (1984) and Cerych and Sabatier (1986)'s work to make sense of the educational change process within a historical-analytical approach. The study mapped the trajectory of three distinct academic reform initiatives in DU that impacted full-time undergraduate academic programmes: a) adoption of the semester system, b) introduction of the Four Year Undergraduate Programme (FYUP) that involved a restructuring of the UG degree with multiple exit options and c) adoption of choice based credit system (CBCS). The thesis, woven around these three academic reform initiatives at DU, explored the complex array of interests that bear upon conceptualisation and management of the reform process. The study explored and documented the policy as well as institutional imperatives for these reform proposals and examined the role of academic leadership, teachers' perceptions, institutional practices of academic governance and decision-making, and other factors in the process of change management in a university. Through this process, the study identified structural and ideological constraints to institutionalizing academic reforms, therein enabling a more critical understanding of the educational change process in universities.

**KHUSHBU SINGH**

Enrolment No.: **20142007**

| Name of the Programme completed: M.Phil./Ph.D. : | **Ph.D.** |
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| Name of the Supervisor : | **Prof. A.K. Singh** |
| Department/Centre : | **Department of Educational Policy** |

## Equality of Educational Opportunity and School Progression Amongst the Socially Disadvantaged Groups: An Ethnographic Study of Scheduled Caste Children

**Abstract of the Thesis:**

Children from disadvantaged backgrounds face significant barriers in their overall academic progression. Equality of educational opportunity and social justice has been a promise under the Indian Constitution and the same has been endorsed through several policy pronouncements. Though the constitutional mandate and the policy directives have provided for 'substantive' access of the child through the RTE Act, 2009, evidence from the field suggests that we have been able to provide only 'protected' access to the child.

The schooling experiences of children vary from Grade to Grade and from stage to stage, determined as they are by their socio-economic contexts as well as by the choices available to them. Their negotiations, based on the economic, social, cultural factors, and power dynamics, become an integral part of their educational experience. Their social milieus do influence the perceived life chances and educational opportunities in the schooling arena.

In the light of this backdrop, this research, using an ethnographic approach, aims to understand the schooling experiences of the socially disadvantaged children and the negotiations involved in their overall participation in schools. The negotiation aspect concerning the economic, social, cultural, and power dynamics forms a part of the study of the process of educational experiences involved. The study entails bringing forth the perceived life chances and opportunities that these children envisage, based on the knowledge and the perception they carry within their social milieu. The study also aims to understand whether social disadvantage and schools play any role in reproducing educational inequality or whether schools play any role in offsetting it.

**AJAY KUMAR CHOUBEY**

Enrolment No.: **20073002**

| Name of the Programme completed: M.Phil./Ph.D. : | **Ph.D.** |
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| Name of the Supervisor : | **Prof. A.K. Singh** |
| Department/Centre : | **Department of Education Policy** |

## A study of the Dynamics of Exclusion in School and Community

**Abstract of the Thesis:**

The study recontextualizes the theories in Sociology of Education by placing the organizational, collective and pedagogic leaderships at center stage of explanations. This facilitates the emergence of a grounded theory of 'community school' that is deeply embedded in the discourse of local and neighborhood community than centralized discourse of educational bureaucracy. This theory explains how the imaginations, vision, creative excitement, constructive criticism and creativity of the community, i.e., children/youth, teachers, parents and villagers nurture the school as an agency of active learning, empowered being and emancipated becoming of all children and adults rather than rather than working as tuition/coaching Centre for marks/grade achievement through rote-learning. The theory of community school provides a fertile contextualized space and opportunity for learning and empowerment of teachers in the work field through active learning as it is practiced in colleges and university. Accordingly, a curricular space and comprising colloquiums, seminar, workshop, reflective meet, critical action research and other trajectories, is created to facilitated being, learning and working together of teachers as per shared vision and goals. It also argues for a provision of inclusive curricular space and opportunity that can facilitate emergence of learning community of neighborhood schools in the locality. The community school is a process which is led by shared vision, goals, pedagogic –organizational habitus, community of practices, distributive leadership, culture of innovation which are deeply embedded in the praxis of learning, leading and possibilities from within.

**MONIKA BISHT**

Enrolment No.: **20152006**

| Name of the Programme completed: M.Phil./Ph.D. : | **Ph.D.** |
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| Name of the Supervisor : | **Prof. Najma Akhtar** |
| Department/Centre : | **Department of Training and Capacity Building in Education** |

## Diaspora Philanthropy in Higher Education: A Study of Contribution by NRI Alumni in Aligarh Muslim University

**Abstract of the Thesis:**

The study intends to examine the role of Diaspora philanthropy in higher education from both theoretical and empirical perspectives. This thesis aims to explore the impact of philanthropic contribution by Non-resident Indian alumni in higher education with the case study of Aligarh Muslim University. The study focuses on the public institutions for higher education in India. The purpose of selecting the public universities is to examine the impact of diaspora philanthropy in state-funded public universities, other than private institutions. In doing so, this study tries to understand the significance of alumni engagement and their philanthropic contributions to Indian higher education and how it strengthens financial capacity and performance of institutions. It further contemplates the demand for the philanthropic contributions by internal as well as external sources to facilitate financial aid to the universities and institutes of higher learning. It also looks upon the philanthropic contributions to the higher education institutions in western countries. This study also tries to understand the prospective impact of diaspora alumni in the higher education institutions. Further, this study investigates contemporary challenges behind the philanthropic contributions to Indian higher education institutions.

The broad objective of the study is to analyze the role of diaspora alumni for the development of higher education institutions through philanthropic contributions. Given this broad objective, the study specifically examines the role and significance of philanthropic contribution by Non-resident Indian Alumni of Aligarh Muslim University.

The study has used a mixed-method approach, which includes both qualitative as well as quantitative methods. The reason to follow the mixed method approach is to provide a third perspective and allows holistic methodological independence. This approach helped in the conceptualization of the theoretical framework and analyzing the empirical data information. Primarily, this study has used qualitative techniques to analyse data and information collected from primary and secondary sources. Additionally, quantitative techniques were also used wherever they required, such as survey, sampling, questionnaire, using existing data, representing the data in tables and finally, generalized the findings from the case of the Aligarh Muslim university.

**JYOTSANA SONAL**

Enrolment No.: **20142004**

| Name of the Programme completed: M.Phil./Ph.D. : | **Ph.D.** |
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| Name of the Supervisor : | **Prof. B.K. Panda** |
| Department/Centre : | **Department of Training and Capacity Building in Education** |

## Inter-Tribal Variation in Participation of Tribal Children at Elementary Education in Uttarakhand

**Abstract of the Thesis:**

Education is a basic necessity for holistic growth and development. For scheduled tribes, education is a means to social mobility and economic independence. Uttarakhand comes under the set of states where ST population constitute small section in the total population of the state and doing better in the area of education in terms of literacy rate. But the increase in the percentage of literacy rate does not express the overall growth of educational standard. Further, within the state, we can find variation among different tribal groups in terms of geographical location, language, customs, and occupation. Though, overall literacy rate of scheduled tribes in Uttarakhand is more than national average for scheduled tribes, all the tribal groups in the state are not developing with a same pace. Despite various special government provisions for scheduled tribes, not all tribal groups have succeeded in utilizing it equally.

Major Findings

- The literacy of STs in Uttarakhand is above the national average literacy of STs and also higher than many states where literacy rate of STs is poor.
- In many districts of Uttarakhand, ST literacy has been found equal or more than the general literacy rate.
- The enrolment at upper primary level is less than the enrolment at primary level. In terms of transition rate, it was observed that lesser ST children are getting enrolled in upper primary level as compared to general children.
- At primary and upper primary level, dropout rate of ST children is more as compared to dropout rate of general children. At primary level dropout rate of STs is double the dropout rate of general children and at upper primary level it is almost three times as compared to dropout rate of general children. Interestingly, at primary level dropout rate of ST boys is more than ST girls whereas at upper primary level dropout rate of ST girls is more than ST boys.
- In Uttarakhand for primary and upper primary levels, equal participation of ST girls in ratio of ST boys has been observed. The equal participation of ST girls and boys is not there at national level.
- Pre tested ASER tool in three subjects – Hindi, Arithmetic and English was administered on the ST children studying at upper primary level to assess their learning levels. Findings of the test varied for different subjects. In Hindi, we found Bhotia and Tharu tribal children performing better than Rajji, Boxa and Jaunsari.

## ANSHUL SALUJA

Enrolment No.: **20142001**

| Name of the Programme completed: M.Phil./Ph.D. : | **Ph.D.** |
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| Name of the Supervisor : | **Prof. Arun C. Mehta** |
| Department/Centre : | **Department of Educational Management Information System** |

## Socio-Economic Status of Households and School Participation: A Study of Select Villages in Faridabad District of Haryana

**Abstract of the Thesis:**

Despite the great improvements and achievements in the field of education, the gaps still exist in terms of access and retention of children in schools and the type of schools the children are represented in.Gender, regional disparities, economic status and social diversity remained to be the factors that challenge the participation of children in schools especially in rural areas. This study attempted to study the interaction of supply and demand side factors in determining the participation in schools at elementary level. The major objectives of the study are as: (i) To study the influence of socio-economic factors on the participation and retention of children in schools, (ii) To identify the socio-economic factors that influence the household choice for schools. (iii) To study the school-related factors as perceived by the households that influence their decision to participate in elementary education.

The study is descriptive in nature and intended to bring out the factors that influenced the decisions vis-à-vis preferences of the households regarding the schooling of their children in the light of their existing situations. Survey method was used to gather the data from the villages, households and then from the schools via the questionnaires.The findings suggest that participation of children in schools is a household decision, an action taken actively by the households. This process involves analysing their own household circumstances and expectations from education via a systemic set of beliefs, values, cultural norms etc. and assessing which school to access. They compute the cost and the expected benefits associated with educating their children.This costincludes the opportunity cost of child's time and the cost associated with expenses made on schooling like fees, tuitions, stationery, transportation etc.The schools, which are on the supply side, ensures maximum benefits out of investments made by the households by providing quality education at the minimal possible cost.

**RAJNEESH KLER**

Enrolment No.: **20132002**

| Name of the Programme completed: M.Phil./Ph.D. : | **Ph.D.** |
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| Name of the Supervisor : | **Prof. N.V. Varghese** |
| Department/Centre : | **Department of Higher Education** |

## Transnational Higher Education: Economics of Student Mobility

**Abstract of the Thesis:**

Global student flow has occupied new shapes and forms in recent decade, the ones which had never being prevalent before. There has been intense shift in the flow and patterns of student mobility in terms of rationales and choices of destinations. This has been stimulated by the fact that economies today thrive for skilled and talented labour force, be it be developed or developing. The drivers for international student flow are no more analogous to what they were in the past. The study postulates that at individual level the embryonic drivers are desire to develop employability skills along with quality of education and capacity to host students of hosting institutions. At institutional level the key drivers are diversity in terms of culture and linguistic along with economic benefits that international students bring to institutions and economy as a whole. Former has been deliberated at the core within the discussions concerning internationalisation of higher education, however, the latter is a phenomenon which has not been discoursed noticeably. The study conceivably engrosses on the latter since the global and regional peculiarities of student mobility are crafting its own sculptures which are distinctive in their nature, characteristics, dynamics and implications, and most of all describes the very characteristics of economic globalisation. The core rationale of the study comes from intense involvement of economic perspectives in higher education arena globally. At the core of it are the motives of institutions, Universities and economies who thrive to be competitive, which intuitively observed are influenced by globalisation forces along with internationalisation processes. A pin point focus on largest component within trade in higher education services is laid down, which turns out to be student mobility. From theoretical perspective also the study explores new dimensions regarding the changes that have taken place recently with respect to trade in higher education in general and student mobility in particular.

# SHASWATI PRAMANIK

Enrolment No.: **20112003**

| Name of the Programme completed: M.Phil./Ph.D. : | **Ph.D.** |
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| Name of the Supervisor : | **Prof. N.V. Varghese** |
| Department/Centre : | **NIEPA** |

## A Study of Intergenerational Mobility in Education in India

**Abstract of the Thesis:**

The study is a step to investigate intergenerational educational mobility in India through identifying an appropriate measure of intergenerational mobility in terms of education. Besides this the study has also illustrated the determinants of intergenerational educational mobility. The study explored the possible linkages between intergenerational educational mobility and educational inequality. The following objectives were framed to guide the study:

1. To measure the nature and extent of intergenerational educational mobility in India.

2. To explore the relationship between inequality in education and intergenerational educational mobility.

3. To find out the determinants of intergenerational educational mobility.

Empirically, the study has used a set of measures starting from intergenerational transmission of education (regression coefficients and correlations). Education transition matrices have also been estimated to find out patterns of educational mobility at disaggregated levels of education, following studies like and a range of education mobility indicators including the Prais–Shorrocks index. The study also documented evolution of educational inequality in India over time and explored the interaction between educational inequality and intergenerational educational mobility figures with the help of 'Great Gatsby Curve'. Finally, the study used multinomial logistic regression to find out the determinants of intergenerational educational mobility in terms of magnitude following the framework proposed by Thijssen and Wolbers (2015). To the best of the researcher's knowledge there are no comparable studies for India where intergenerational transmission of education has been analysed in the same way.

The estimation methods outlined previously, was estimated using data from National Sample Survey Organisation (NSSO) database on 'Employment and Unemployment Situation in India' (unit level records) for the 68th round pertaining to the year 2011–2012.

The study found out that parental education has a statistically significant positive effect on child's educational attainments for all the cohorts under study.

**MANIKA BORA**

Enrolment No.: **20142003**

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| Name of the Programme completed: M.Phil./Ph.D. : | **Ph.D.** |
| Name of the Supervisor : | **Prof. N.V. Varghese** |
| Department/Centre : | **NIEPA** |

## Inequality and Education Attainment: A study of Intergenerational Mobility of Bihar

**Abstract of the Thesis:**

This thesis is based on a region-specific dataset that has adequate information on the educational outcomes, parental characteristics, social and economic status of individuals allowing for a single cross-sectional cohort analysis to examine the changes in intergenerational education mobility. The study examines the educational development in rural Bihar in the last five decades, focusing especially on the changes in the influence of parental and household characteristics on the educational outcomes of the individuals. Regression analysis is employed to describe the differences in intergenerational mobility along the axis of gender and caste, therefore contributing to the empirical scholarship on intergroup inequalities in educational opportunities.

**NIDHI GUSAIN**

Enrolment No.: **20132005**

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| Name of the Programme completed: M.Phil./Ph.D. : | **Ph.D.** |
| Name of the Supervisor : | **Prof. K. Biswal** |
| Department/Centre : | **Department of Educational Planning** |

## A Study of GIS Based School Mapping in Elementary Education in India

**Abstract of the Thesis:**

Over the years, use of the ICT applications in education policy simulations and planning has increased significantly. Generally, most countries have explicitly stated policies and plans with respect to educational development together with other sector plans, constitutes the overall national socio-economic development plan. The formulation of a micro-level educational plan has to bear a meaningful relationship with overall policy objectives, sectoral plans, programme, and projects so there is no choice but for the micro-planner to comply with it. At the same time, the planner needs to be sensitive to the administrative, structural and institutional context within which he performs his function. Educational planners need to possess diverse and specialized skills and competencies to mediate with the multiple stakeholders and trained to make effective use of available planning tools.

The Geographical Information System (GIS), a decision-support tool, facilitates strategic management of education at various levels. For administrators, GIS can offer a graphical presentation of data visualization and support decision-making related to various functions of the education system, including school mapping by using actual road distance analysis or routing techniques to capture school distance from habitations or neighborhood to create equitable access to schooling opportunity. The GIS database provides a comprehensive framework and organization of spatial as well as non-spatial data, it has become a focused tool to help planning and decision making

In India, the GIS is being increasingly adopted to design and implement school mapping, mostly as a compliance exercise (for example, as per the provisions of the RTE Act 2009) and to access resources under the large-scale centrally sponsored schemes like the earlier SSA and the RMSA, and now the '*Samgra Shiksha*'. Further, states in India also claim to have successfully used the GIS as a decision-making tool to allocate resources not only to expand the school networks to accommodate the social demand for education but also to make the school system equitable in creating learning opportunities. Most states in India are relying on the GIS to strengthen their management information system, but its full potential to improve education micro-planning and management is yet to beachieved.

**DIPENDRA KUMAR PATHAK**

Enrolment No.: **20142008**

| Name of the Programme completed: M.Phil./Ph.D. : | **Ph.D.** |
|---|---|
| Name of the Supervisor : | **Prof. K. Biswal** |
| Department/Centre : | **Department of Educational Planning** |

## School Based Management and Community Participation in West Bengal: A Study of Select Secondary Schools in Burdwan and Purulia Districts

**Abstract of the Thesis:**

Decentralisation of education in West Bengal started in 1930 with Bengal (Rural) Primary Education Act which partially decentralised primary education management (Acharya, 1996). In 1963 West Bengal Urban Primary Education Act was passed for introducing free and compulsory primary education in the municipal areas (Septennial Review, 1970). In 1969, West Bengal Board of Secondary Education passed Management of Recognized Non-Government Institutions Rules, for management of all (Government. & Recognised) secondary schools. According to these rules, each and every secondary school should constitute a school management committee for the management of the school. It also defines the functions and area of intervention in school. The implementation of SSA, RTE and RMSA made significant changes in decentralised management of education. After implementation of a form of School Based Management initiative by the government of India in 2009 under flagship programme of Rastriya Madhyamik Siksha Abhiyan, the Department of School Education of the Government of West Bengal issued the working plan for implementation of RMSA. Implementing SBM requires that schools and stakeholders make changes in practices, and engaging in activities for which they have no prior experience, such as planning and developing academic programs. At the core of the framework is the status of SBM implementation in Indian government schools, that is, the extent to which SBM as actually practiced as implemented by the Go.WB as per programme framework of RMSA. The major implementation components include the management structure implemented by schools, the level and extent of autonomy exercised by schools, the extent of stakeholder participation in school decisions, and the extent to which these decisions are communicated to stakeholders and oversight is exercised (transparency and accountability). SBM implementation is moderated by the school stakeholders' capacity to implement SBM, including both time and money resources; the level of understanding they have; and how well prepared they are to make those changes. School capacity, in turn, is affected by outside support (e.g., districts, nongovernmental organizations [NGOs], and foundations) that may be provided to school stakeholders, such as guidelines, training, and technical assistance. The outcomes the implementation of SBM may be expected to generate school resources, better instructional practices, and improved teacher and student attendance. These, in turn, are expected to increase student learning.

**SUMIT KUMAR**

Enrolment No.: **20142009**

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| Name of the Programme completed: M.Phil./Ph.D. : | **Ph.D.** |
| Name of the Supervisor : | **Prof. Mona Khare** |
| Department/Centre : | **Department of Educational Finance** |

## Inter-Relationship between Spatial Distribution of Knowledge Based Industries and Migration For Higher Education in India

**Abstract of the Thesis:**

Keeping the footlooseness of Knowledge-based industries (KBIs) and their spatial relationship with Higher education institutions (HEIs) in the backdrop, the erstwhile Planning Commission has proposed the transformation of the Indian economy into a Knowledge-based economy by stressing rurbanisation. However, after almost two decades, it has been found that the KBIs and the HEIs; precisely technical & professional HEIs, are located mainly in limited pockets which poses a policy question.

For answering that question, mixed method approach and sequential explanatory research design have been followed. Secondary data extracted from 63rd NSSO Round on Service Sector has been analyzed to understand the distribution of KBIs at the macro level and the meso level. On the other hand, the data of the All India Survey for Higher Education has been employed to comprehend the distribution of HEIs and students' migration. The data collected at the micro level (Delhi NCR) from the representatives of KBIs, HEIs and migrant community has been analyzed to explain the pattern of distribution that emerged at the preceding levels.

Results of the study suggest that the KBIs and the HEIs have spatial preferences for each other but it is profound around most populous urban agglomerations only. Further, it has also been found that their co-agglomeration around limited urban centres gravitate students; because they foresee migration to HEIs located at such places as an opportunity to join the local labour pool and live a metropolitan life on the completion of their degrees. The preferences given to the HEIs located in proximity by the KBIs for campus placement drives (recruitments) is the rationale behind students' behaviour. The co-agglomeration and metropolitan biases of KBIs and HEIs along with the migration behaviour of future labourers lay the basis to criticize the 'rurbanization' proposed by the policymakers for achieving regional parity through the expansion of KBIs and HEIs under the aegis of Knowledge-based economy.

**SHVETTA ARORA**

Enrolment No.: **20083001**

| Name of the Programme completed: M.Phil./Ph.D. : | **Ph.D.** |
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| Name of the Supervisor : | **Prof. Pranati Panda** |
| Department/Centre : | **Department of School and Non-Formal Education** |

### Constructing Professional Knowledge, Beliefs and Identity in Pre Service Teacher Education Programmes

**Abstract of the Thesis:**

This research study explored how the pre service teacher education programme - the two year full time regular B.Ed. programme built professional knowledge, shaped the beliefs and teacher's identity in prospective teachers. It further examined the factors that help the development of identity in prospective teachers. Teacher education has a major role to transform 'the teacher' by developing in them a strong sense of identity as teachers.

This study uses a mixed methods approach in an exploratory research design. The study is primarily qualitative with the prospective teachers' narratives helping to arrive at the findings. The data for the study was collected through semi structured interviews and focus group discussions. The reflective journals maintained by these prospective teachers were accessed. A likert scale survey was also used which helped to triangulate the findings. The survey data was quantitatively analyzed to examine if any relationship among the three constructs existed.

The findings of the study indicated that the B.Ed. programme was successful in constructing professional knowledge of the prospective teachers through its curriculum and processes. Their teacher beliefs were not however put to critical reexamination through the course of the programme. Despite a dichotomy in their beliefs, their teacher's identity was built through the programme and they do develop an understanding of the role they need to play, their own competency and they start developing a sense of self as a teacher.

The factors that helped them reach their teacher self as found by the study are their previous experiences and influences, the apprenticeship of observation, the range of emotions they experienced, their internship experience and the overall B.Ed. experience that they have. The overall findings of the research study indicate a need for scaffolding the reflective practices that these prospective teachers indulge in.

Compendium of Abstract of Dissertations

**DEEPINDER SEKHON**

Enrolment No.: **20143001**

| Name of the Programme completed: M.Phil./Ph.D. : | **Ph.D.** |
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| Name of the Supervisor : | **Prof. Veera Gupta** |
| Department/Centre : | **Department of Education Policy** |

## Policies and Practices for Children with Special Needs in an Inclusive Classroom

**Abstract of the Thesis:**

As inclusive education is a mandate, with the newly amended Acts like the RTE Act and The RPWD Act 2016, education is a reality for each child, including children with diverse needs and abilities. Hence Children with special needs (CWSN) are now getting access to schools, which was not the case a few years ago. Access and enrolment however do not ensure that a child is receiving education right up to the secondary level, moving on to higher education. As there is strong evidence in the form of data by various organisations, like UDISE (2012-13) and a study conducted by the UN in 2012, that the enrolment rate of differently abled children is high, however the dropout rate is equally high.

Lack of competencies by the teachers, lack of the required qualifications, lack of assistive devices and attitudinal barriers have already been found to be the most inferred reasons in the past studies. These studies which have been conducted both nationally and internationally, show similar results. This knowledge base puts the entire criticism of the failure of inclusion solely on the teachers. Which may not entirely be the case.

This study has explored various reasons for the vacuity between the policies and practices along with ascertaining good practices, leading to the retention of CWSN till the higher secondary level. Purposive sampling from seventeen government schools, located in all the districts of the Delhi region was conducted. A mixed method approach, using percentage analysis, along with thematic analysis and ANOVA was adopted to analyse the data. The results showed the lacuna based both at the institutional as well as attitudinal level. The policy recommendations seemed adequate, yet inefficacious. Successful practices for retention of CWSN suggested persistent and long-term interventions and training at the level of the CWSN as well as the parents.

**LAXMI JAISWAL**

Enrolment No.: **20102005**

| Name of the Programme completed: M.Phil./Ph.D. : | **Ph.D.** |
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| Name of the Supervisor : | **Prof. N.V. Varghese** |
| Department/Centre : | **NIEPA** |

## Collaborative Mechanisms of Foreign Education Providers in Higher Education Institutions in India

**Abstract of the Thesis:**

Private higher education institutions are seen to engage in various modes of collaboration with foreign education institutions after globalisation and economic liberalisation. Under regulatory framework only few modes of delivery of programmes and thereby foreign qualification are permissible in India, however, data shows plethora of programmes and providers awarding foreign qualification. Supply overrides the demand and students attract to enrol in collaborative programmes offered by private institutions. Study investigates the motivation and benefits of institutions as well as students for getting into collaborative programmes. This study integrates Porter's Five Force Model for analysing institutions' position under five forces in the market and EBM model for consumers decision making for choice of the collaborative programmes by the students. The purpose is to identify the influencing factors for adopting collaborative programmes and how the aspiration of the institutions and students interact with each other for further propagation of these programmes. This thesis adopts holistic approach by incorporating quantitative as well as qualitative research methods to get the deeper understanding underneath mechanism of collaboration. Total 69 private high education institutions in NCR having foreign collaboration and 410 students enrolled in these institutions surveyed through questionnaire. For qualitative analysis 26 semi-structured interview administered on institutions and six focus group discussion sessions conducted. With the help of ordinal logistic regression, multivariate analysis and factor analysis data are analysed. Thematic analysis is used for analysis of the qualitative data to obtain themes.

The study discovers that for differential position in the condensed market to get competitive advantage by enrolling higher number of students and by enlarging fee structure, institutions collaborate with foreign education providers. Institutions startegise by communicating this feature to the students by image building and need identification among students. Students exert force on the institutions by diversified demand of time, money, application and convenience. Students belong to high socio-economic status with highly educated parents and low to average qualification and academic achievements. Students found motivated for differentiated position in the market to get competitive edge for easy and better job placement and higher returns. Study explores how the motivation of institutions and students influence and direct the choice of the collaborative programmes. The fertile ground of the aspiration of the students belonging to high social class reaped by the institutions' communication by alluring students, first, inciting the urge of differentiation in the market through foreign qualification and second, by lowering admission criteria and facilitating with blending of delivery of services. Students' criteria to prefer the content of advertisement, foreign visit in the programme and perception of getting employment in India as well as abroad reflects the aspiration for the differentiation that resulted into choice of collaborative programmes offered by institutions. While searching information students preferred the reputation and ranking of the institutions followed by the placement records. Half of the students preferred option for foreign visit in the programmes and expected higher returns and salary after getting the employment in India as well as aboard. Both, institutions and students aspire for differentiated position in the market for competitive advantage and for generating economic benefits, survive each other under market forces. Institutions under the orbit of legal structure offer collaborative programmes that does not come under the legal stature to survive and sustain in the market.

Under the New Education Policy 2020 recommendations study places its importance by policy implications and suggestions. Market flourish according to the demand and forces, regulations put a rider for balanced growth and development of education system, however, changes are inevitable, therefore, regulations should not be restrictive or facilitative, rather, must be channelized to gain the benefits for students as well as institutions.

**LABONI DAS**

Enrolment No.: **20112004**

| Name of the Programme completed: M.Phil./Ph.D. : | **Ph.D.** |
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| Name of the Supervisor : | **Prof. A.K. Singh** |
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## Social Justice and Local Governance in Elementary Education with Reference to the Participation of Disadvantaged Groups

**Abstract of the Thesis:**

'Social justice' prominently figures in the agenda of governmental action infused by Constitutional provisions and legislations for the well-being of the disadvantaged sections.

Despite Constitutional measures, several policy interventions tribals have been by and large marginalized both economically and culturally, and also are having low levels of literacy pan India. They are at the bottom end in terms of school participation determined by various factors – attendance, retention, and day to day activities in the school. This research work singles out the vital linkage between social complexes and participation of a particularly vulnerable tribal group, as one of the most disadvantaged groups of Indian population, in elementary education and its governance. The primary focus for the research work are as follows –

  ◆ There is a close association between social justice and education whereby the socially backward and disadvantaged groups 'gain a sense of agency, build inner strength to meet the challenges of life' through education. Education is envisaged to develop society into a more just and egalitarian one with equitable and just distribution of benefits.

  ◆ Among the Scheduled Tribes, the Particularly Vulnerable Tribal Groups (PVTG) are more disadvantaged among these disadvantaged groups. Dynamics of participation in elementary education and educational governance by the PVTGs, more particularly, the Pahari Korwa tribe of Chhattisgarh are explored by the research.

  ◆ There is close association between the ability of the children of the tribal groups to participate in education with the nature of their parental and community members' participation in school governance and decision-making processes.

  ◆ Under the umbrella concept of social justice, it is analyzed how the socio-cultural contexts of inequality and disadvantage are built into the schooling system and how the policy initiatives of local educational governance for the participation of disadvantaged groups are being able or unable to address the whole notion of participation.

**DEEPINDER KAUR**

Enrolment No.: **20152004**

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## A Study of School Teacher Recruitment in Punjab

**Abstract of the Thesis:**

National and international literature is unequivocal about the importance of teacher quality and teacher management in improving student learning outcomes. Often Disappointed student outcomes can be traced back to inability of system to attract right people to teaching. Teacher recruitment is a pressing policy concern, but there is little evidence to understand it from wider lens especially in Punjab context.

Under the wider lens of demand and supply, the research study emphasizes how, who and why one becomes a teacher. The research study critically analysis the teacher recruitment policies, practices and system at state level, through the lens of B.Ed. pass outs and education authorities. The condition of teacher recruitment i.e., TET state level pattern and trend are also analysed to understand the supply chain. The profiling is undertaken of 341 B.Ed. pass outs based on the information related to social - cultural, educational, and employment aspects in selected Faridkot district of Punjab. Questionnaire survey and semi structured interviews is used to draw how individual attitude and belief frames the idea of recruitment.

The transitory Institutional set up, lack of standardized recruitment policy along with changing conditions of recruitment, lacunae at implementation level calls for long term planning and system level reforms. Among the supply chain, pattern can be noticed of Low pass percentage, unequal gender, social category and location distribution which has a significant implication on inclusive ethos of teaching community. The mounting unemployment among B.Ed. pass outs is a serious concern. Most importantly, the need of hour is to make teaching an attractive profession and improve the image and status of teaching.

# शपथ

मैं शपथ लेता / लेती हूँ कि यह मेरा सतत् प्रयास रहेगाः

- व्यक्ति की गरिमा और पेशे की अखंडता बनाये रखना,

- समाजवैज्ञानिक के रूप में या इससे जुड़े किसी अन्य पेशे में अपने कर्तव्यों का निष्ठापूर्वक ईमानदारी से निर्वहन करना,

- समाजविज्ञान और शिक्षा के विभिन्न क्षेत्रों में संस्थान की गरिमा बनाये रखते हुए अपने ज्ञान और अधिगम का उपयोग समाज, देश और मानवजाति की सेवा के लिए करना।

मैं अपनी सामूहिक अंतः प्रेरणा के साथ यह भी प्रतिज्ञा करता / करती हूँ किः

- मैं अपने मन, वचन व कर्म से सभी संकीर्ण निष्ठाओं और सांप्रदायिक पूर्वाग्रहों से अपने देश की रक्षा करते हुए इसकी बुनियादी एकता को गर्व के साथ संयोजित रखूँगा / रखूँगी,

- मैं जीवन की सतत् निरंतरता के लिए पृथ्वी, पर्यावरण और प्रकृति की सुरक्षा के लिए व इसके संसाधनों के संरक्षण की दिशा में, कार्य करता रहूँगा / करती रहूँगी।

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# OATH

I hereby pledge that it shall be my constant endeavour:

- To uphold the dignity of the individual and the integrity of the profession.

- To be scrupulously honest in the discharge of my duties as a social scientist or in any other profession which I would be associated with.

- To utilise my knowledge and learning in various areas of social science and education for the glory of the Institute and in the service of the society, country and mankind at large.

I also hereby pledge, in our collective spirit:

- That I shall, in word and deed, guard against all narrow loyalties and sectarian prejudices, and cherish with pride the basic unity of our country.

- That I shall work towards the protection of the earth, the nature and the environment, and for conservation of its resources for the sake of a sustainable living.

राष्ट्रीय शैक्षिक योजना एवं प्रशासन संस्थान

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