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| Abstract: | <p>This thesis investigates the discrepancies between the National Curriculum Framework 2005 (NCF 2005) guidelines and the actual pedagogical practices in Indian science classrooms via my Fieldwork within a local government school. Three guiding questions were identified and were key to structuring the investigation viz., the current modality of conducting activities in schools versus the NCF's proposed approach, the reasons for students' enrollment in tuitions, and the differences between the types of questions asked in school exams and those recommended by the NCF. The findings reveal that the classroom practices significantly depart from the guidelines. The NCF's approach, which encourages active participation and independent learning, was found to foster greater interest via doing science whereas conventional schooling relegates students to be mere spectators and encourages rote learning. About 73% of students within class 10th were found to be availing tuition and the primary reasons for which were found to be requiring more practice by solving problems to better prepare for board exams or getting help in resolving doubts from their independent study or their lessons due to shortage of time within school. The study also highlights the ineffectiveness of the current assessment system to act as a useful method to give feedback to teachers and students for conducted learning based on the conceptual understanding of the students. In the study, it is proposed that reforms in the examination and grading system are necessary to address the identified issues and align classroom practices with NCF guidelines. The other key factors that hindered effective implementation of the NCF guidelines include lack of complementary reforms in textbooks, absence of sufficient teacher training and necessary supplementary materials.</p> |
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