




**INSTITUTE OF HOME ECONOMICS**  
**UNIVERSITY OF DELHI**



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Designation	Professor		
E-mail	mamta.singhal@ihe.du.ac.in		
Educational Qualifications: M.Sc.(Physics) M.Ed, M.Phil and Ph.D( Education)			
Teaching experience: 20 Years ( Including B.Ed. and B.El.Ed. Programs)			
Subjects/Papers Taught  Core Natural Science, Pedagogy of Natural Science, Pedagogy of Environmental Studies Practicum: Material Development and Evaluation, Internship			
Awards received			
Research Interest/Specialization  Science Education, Teacher Education, Assessment			
ORCID No. 0000-0001-9677-2969			
Research Projects			
Title	Funding agency/organization	Duration of Project	
Facilitating Constructivism in Govt. run primary schools in Delhi	ICSSR	3 years	

Research papers since 2010 (APA format)
Singhal,M.(2015). Scientific literacy for all- challenges to a dream. <i>International Research Review</i> . 4(3),40-46

Singhal, M.(2015).RTE in India: Challenges after 5 years journey . *Jamia Journal of Education*. 2(1),138-143

Singhal, M. (2015). Scientific Literacy for All: Challenges to a dream. *International Research Review*. 4(3).

Singhal, M.(2015). Preservice Elementary Teachers' Understanding of content and Nature of science. *Education and Pedagogy*,VII(1-2), 23-32.

Singhal, M.(2017).Representation of Nature of Science In pre-service teacher Education program. *Journal of Indian Education*, vol XLII(4)

Singhal, M.(2017).Understanding of NOS among Pre-service Teachers and Teacher Educators. *Journal of Indian Education*, Vol XLIII(1)

Singhal, M.(2020). Research trends in nature of science- Analysis and Implications *Journal of Indian Education*

Singhal, M.(2021). Pedagogical learning resources used by science teachers during covid -19 pandemic. *Towards Excellence*, 13(2).

Singhal, M. (2021). गणित शिक्षण में मूर्त सामग्री आधारित खेलों का विश्लेषण . *Towards Excellence*, 13 (3). 537-543.

Singhal, M.(2021). Undergraduate Science Students' Conceptions of Nature of Science. *Education India Journal: A Quarterly Refereed Journal of Dialogues on Education*, 278-2435,10(4).

Singhal, M. & Gulati, N. (2022). Women in Science as role models for promoting gender equality. *Towards Excellence*.14(21).

Gulati, N. & Singhal, M. (2022). Facilitating Constructivism in EVS: A Study of Select Delhi Government Primary Schools. *Education India Journal: A Quarterly Refereed Journal of Dialogues on Education*, 278-2435,11(1)

#### Books published/edited

Baweja, B.&Singhal,M.(2022). *Science Education: Teaching Learning and Assessment*. Paragon International Publishers.

#### Book chapters published/edited

- Singhal,M.(2012). Dealing with Children's misconceptions: Assessing the effectiveness of a constructivist approach, In the book(Ed.) *Emerging Issues and challenges in Education*
- Singhal, M.(2016). Linking Early Childhood Education with primary grades. In the book(Ed.) *learning and pedagogy*. Global publications, New Delhi.
- Singhal, M.(2019).An STS approach to teaching in middle schools .In the book(Ed.) *Inclusive Education: Issues, Challenges and Possibilities*, VishvVigyan Prakashan, New Delhi.

Association with Professional Societies
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Life membership of Comparative Educative Society of India(CESI)
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Life membership of CASTME (Asia)
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Life membership of Sangam Foundation
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