

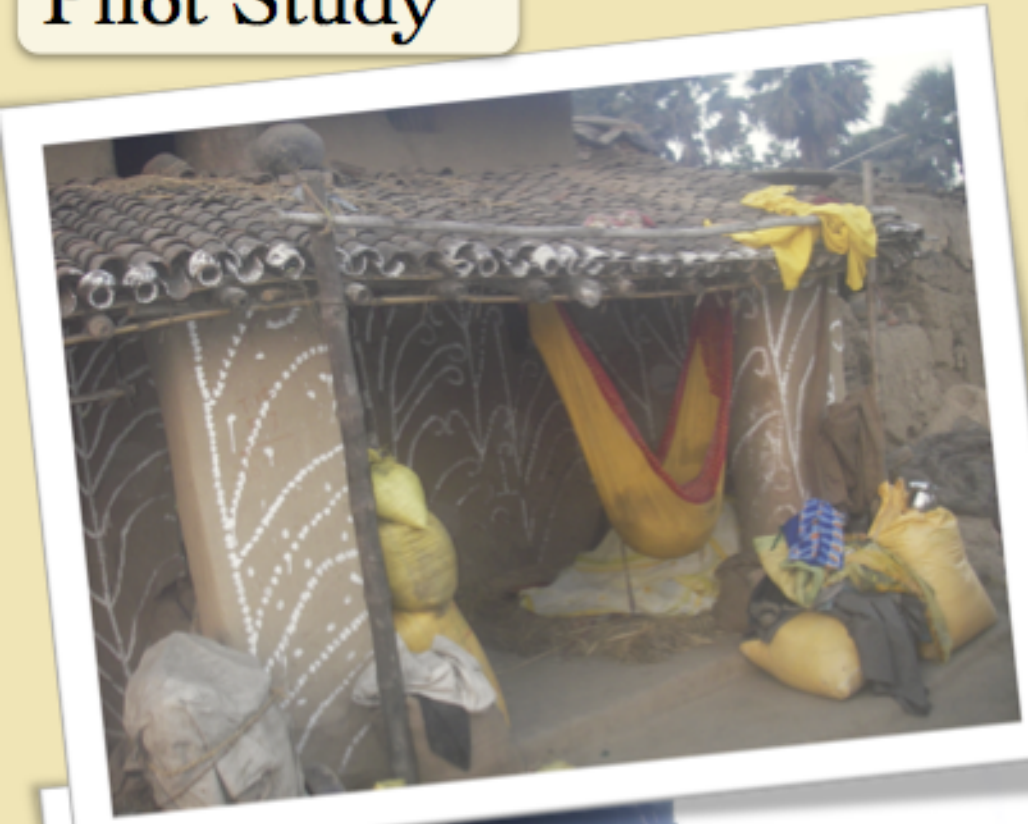
# Examining the Role of Out of School Mathematics

## Objectives of the Study

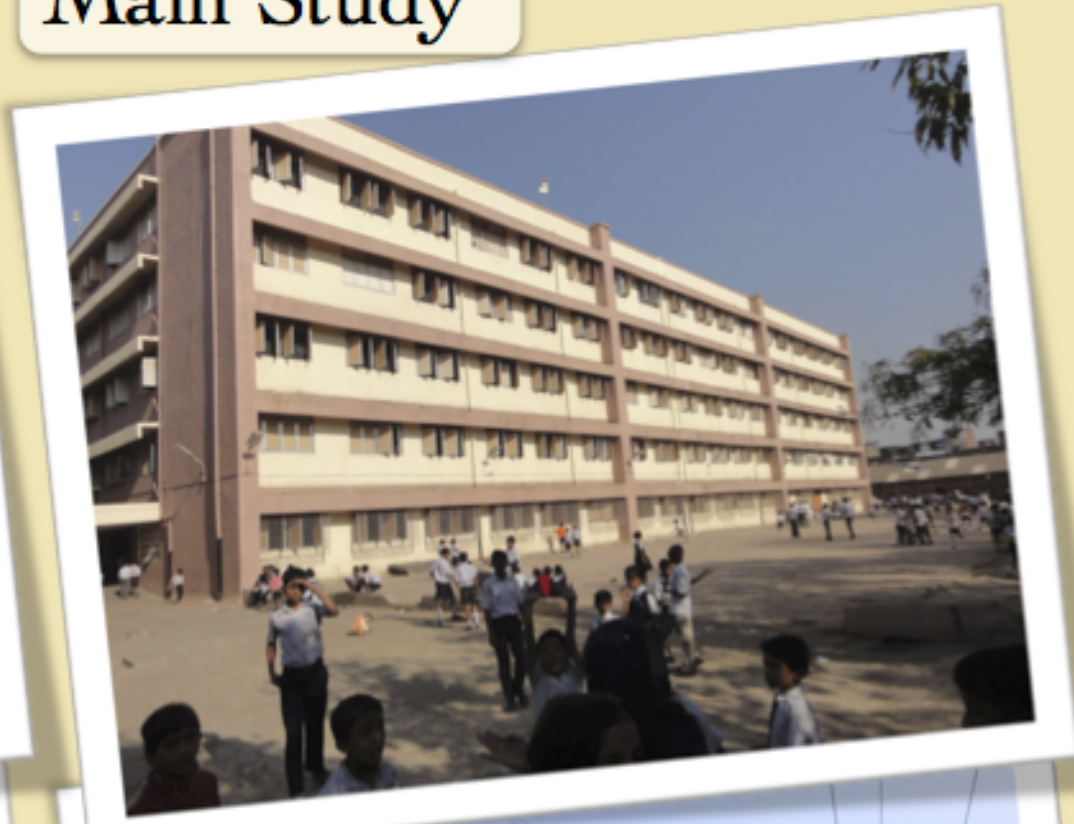
To unpack and document the connections between students' mathematical knowledge, work practices and identity formation, and inquire into the implications of their connections for school learning

## Study Sites

Pilot Study



Main Study



Two locations of the study: Mushar – a sub-altern, non-literate community in Bihar and an economically active low-income settlement in Mumbai

### Phase 1: Ethnographic Explorations

- Building rapport with students, teachers and community members
- Visits to workplaces (shops, tailoring, leather workshops, etc.)
- Classroom observations

### Phase 2: Student Interviews

- Semi-structured interview (SES, outdoor activities)
- Structured Interview (Arithmetic)
- Semi-structured interviews (work-contexts)
- Classroom observations

### Phase 3: Teaching Design Experiment

- Design and implementation of a teaching unit
- Classroom observations

Gandhi argued that “the proposition of imparting the whole of education through the medium of trades (crafts) was not considered [in earlier days]. A trade (craft) was taught only from the standpoint of a trade (craft). We aim at developing the intellect also with the aid of a trade or a handicraft... we may... educate the children entirely through them” (NCERT, 2007, p. 4).