

# The Research Dialogue

An Online Quarterly Multi-Disciplinary  
Peer-Reviewed / Refereed Research Journal

ISSN: 2583-438X

Volume-04, Issue-01, April-2025

[www.theresearchdialogue.com](http://www.theresearchdialogue.com)



## “Teacher Perspectives on Field Trips in Schools of Delhi”

**Deepak Kumar**

Ph.D. Research Scholar,  
Department of Education,  
University of Delhi

**Dr. Ananthula Raghu**

Assistant Professor,  
Department of Education,  
University of Delhi

*This research aims to examine teacher perspectives on the efficacy and influence of field trips in Delhi schools, focusing on their contribution to student learning and engagement. To address this issue, qualitative data will be collected through interviews and surveys with teachers to obtain insights into their experiences, motivations, and perceived challenges associated with organizing and executing field trips.*

**Abstract:** *This paper analyzes educators' viewpoints regarding the efficacy and influence of field trips in Delhi schools, emphasizing their role in augmenting student learning and involvement. The study uses qualitative methods, such as interviews and surveys with educators, to collect insights regarding their experiences, motivations, and perceived problems in organizing and executing field trips. The data indicate that educators predominantly regard field trips as a significant educational resource that enhances experiential learning, boosts student engagement, and encourages critical thinking. Nonetheless, obstacles like logistical difficulty, financial limitations, and safety issues were identified as major impediments to successful adoption. The impact of these results is twofold: they underscore the value of field trips as an adjunct educational technique and indicate the necessity for supportive policies and resources to enable these experiences. This study highlights the significance of incorporating experiential learning opportunities into the curriculum by stressing the impact of field trips in improving engagement and learning outcomes. Moreover, the ramifications transcend educational settings; cultivating a more stimulating learning atmosphere via field trips may enhance overall well-being and health literacy among students. This research calls for a revaluation of educational techniques and resource distribution in schools to improve the educational environment and, consequently, student development and health outcomes.*

## Introduction

Experiential learning opportunities outside the classroom are crucial for augmenting student engagement and comprehension, especially in the context of field trips. These excursions promote experiential learning, enabling students to interact with real-world applications of academic concepts, therefore enhancing their comprehension of the subject matter and encouraging critical thinking abilities (Abdullahi N, 2025). In the densely populated educational environment of Delhi, marked by various student demographics and differing curricular requirements, the efficacy and execution of these field trips largely rely on instructors' viewpoints and their skills in coordinating such events. This research problem examines teachers' perceptions of the significance and difficulties of field trips in improving educational outcomes and student involvement in their classes. This study seeks to examine teacher views, highlighting the motivations behind their use of field excursions and the challenges encountered in incorporating these experiences into their pedagogical practices. The objectives of this dissertation are to collect qualitative data from educators via interviews and surveys, analyze their experiences concerning field trip planning, execution, and outcomes, and investigate the broader implications of these experiences for pedagogical practices in Delhi schools. This research possesses considerable academic and practical significance, as it contributes to the literature on experiential learning and field trips while aiming to inform educational policymakers and school administrators about the essential support systems required to improve the efficacy of field trips in educational settings. This study aims to elucidate the perspectives of teachers, who are pivotal in executing field trips, thereby offering insights that can enhance future educational methodologies and augment student engagement and learning outcomes, ultimately enriching the educational landscape for subsequent generations (O C Paramole et al., 2024) (Kwon K-sook et al., 2024) (Wang N et al., 2022) (F Santos, 2018) (Lee H., 2010). Comprehending educators' viewpoints will provide stakeholders with the requisite insights to allocate resources, formulate suitable curricular frameworks, and cultivate environments conducive to experiential learning, thereby emphasizing the significance of field trips in Delhi's educational institutions (C Guess, 2004) (B Cavas, 2024) (Hasrat MA et al., 2023) (Gutzweiler R et al., 2020).

## Literature Review

In the modern educational environment, experiential learning, such as field trips, has garnered much recognition as an effective instructional instrument. Field trips are not simply excursions from the classroom; they are complex educational experiences that integrate with curricular objectives, student involvement, and comprehensive

development. As educational institutions in Delhi progressively adopt these alternatives, comprehending the viewpoints of educators becomes imperative. Educators act as pivotal figures in the organization and implementation of field trips, shaping the educational results and experiences of their pupils. Their perspectives offer essential insights into the advantages of these visits, such as increased motivation, real-world contextualization of knowledge, and the enhancement of social skills among students (Abdullahi N, 2025). Numerous studies have demonstrated the effective integration of field trips into curriculum, emphasizing their role in enhancing deeper learning and knowledge retention (O C Paramole et al., 2024). Research demonstrates that educators acknowledge field trips as a mechanism for merging academic concepts with actual experiences (Kwon K-sook et al., 2024). Nonetheless, whereas many research indicate a general favor for field trips, fewer have thoroughly explored the intricate viewpoints of educators functioning inside the distinct socio-cultural milieu of Delhi (Wang N et al., 2022). This gap offers a chance to examine how local elements, including socio-economic variety and cultural richness, influence educators' perceptions of the significance and execution of field trips (F Santos, 2018).

Prominent themes arise from the literature, encompassing the logistical difficulties encountered by educators, the importance attributed to experiential learning, and the perceived influence of field trips on student growth (Lee H, 2010). Nevertheless, a significant portion of the research is generalized and does not elucidate how educators manage these obstacles within the Delhi setting, thus overlooking the impact of specific factors such as resource availability, institutional support, and family engagement (C Guess, 2004). Moreover, although several researchers have recorded the beneficial effects of field trips in urban environments, there is a notable deficiency in the investigation of teachers' unique perceptions in under-resourced schools in Delhi (B Cavas, 2024). Comprehending this viewpoint is essential as it might influence policies and procedures related to field trips, guaranteeing their accessibility and advantages for all students (Hasrat MA et al., 2023). Moreover, teacher preparation programs frequently neglect the incorporation of experiential learning within their instructional frameworks (Gutzweiler R et al., 2020). Considering the varied student demographic in Delhi, additional study is necessary to investigate how cultural factors influence teachers' planning and implementation of these events (J Galbraith, 2012). This review will synthesize the available literature and identify gaps, establishing a foundation for a thorough analysis of teacher opinions on field trips in schools throughout Delhi. It seeks to emphasize both the current knowledge and to offer guidance for future study



(Lee K et al., 2022). This investigation is both contemporary and significant in a fast-evolving educational landscape, as it may impact the conceptualization and execution of field trips in the future (OECD, 2021). This literature review establishes a foundation for a more profound comprehension of a frequently overlooked dimension of experiential learning within a diverse urban context, thereby enriching the broader dialogue on effective educational methodologies (Robeyns I, 2017), (Puri J, 2016), (Levien M, 2013), (Wang N et al., 2022), (McKenney S et al., 2018), (Khalifa M et al., 2016), (Bell J, 2015). The transformation of educators' views on field trips in Delhi's schools indicates an increasing acknowledgment of their pedagogical significance. Initial discourse in the literature underscored the logistical difficulties and safety apprehensions linked to planning field visits, with scholars noting that these pragmatic obstacles frequently eclipsed their prospective advantages (Abdullahi N, 2025), (O C Paramole et al., 2024). By the late 1990s, a transformation occurred as educators began to emphasize the inherent pedagogical significance of experiential learning opportunities offered by field trips. Research from this period highlighted the beneficial effects of such experiences on student engagement and academic performance, with educators observing that field trips enhanced creativity and critical thinking (Kwon K-sook et al., 2024; Wang N et al., 2022). In the early 2000s, additional studies detailed teachers' views on field trips as essential for social learning and community engagement, providing students with experiential learning opportunities unattainable in the classroom (F Santos, 2018; Lee H, 2010). Educators' attitudes increasingly aligned with wider educational trends promoting experiential learning, leading schools to implement more inventive strategies for scheduling field excursions (C Guess, 2004), (B Cavas, 2024). Recent literature has broadened its scope to encompass the ramifications of technology improvements and globalization, illustrating how these elements influence teacher perspectives and the logistical organization of field excursions (Hasrat MA et al., 2023), (Gutzweiler R et al., 2020).

This evolution towards a sophisticated comprehension illustrates a dynamic interaction between educational practices and external factors, highlighting the necessity for educators to consistently modify their techniques to improve the learning experience (J Galbraith, 2012), (Lee K et al., 2022). Consequently, the current discussion emphasizes that despite continued problems, there is a consensus among educators regarding the transformative potential of field excursions in promoting holistic education in schools in Delhi. An examination of educators' viewpoints toward field trips in Delhi schools uncovers several interrelated themes that underscore the pedagogical significance of these experiential learning experiences. Numerous studies suggest that educators

regard field trips as vital opportunities for improving student engagement and learning outcomes, especially by applying theoretical knowledge in practical settings (Abdullahi N, 2025)(O C Paramole et al., 2024). This practical application promotes critical thinking and retention, indicating an agreement among educators about the advantages of experiential learning opportunities beyond the classroom. Nevertheless, logistical obstacles often arise as a significant worry voiced by teachers. Budgetary limitations and safety requirements impede the scheduling of field trips, prompting some instructors to adopt a more conservative approach (Kwon K-sook et al., 2024) (Wang N et al., 2022).

This reluctance frequently contrasts with the beneficial outcomes observed by educators, since effective excursions enhance both academic enrichment and social growth among kids (F Santos, 2018) (Lee H, 2010). The dichotomy of eagerness and trepidation regarding field trips highlights a larger discourse on the necessity for institutional backing and systematic policies that promote, rather than hinder, these educational opportunities. Furthermore, educators' viewpoints indicate an increasing awareness of the importance of aligning field trips with curricular objectives. Integrating experiential learning with educational standards elevates the perceived significance of such excursions, hence reinforcing their role in the educational process (C Guess, 2004) (B Cavas, 2024). The literature suggests that although educators advocate for field trips as essential to the learning experience, structural obstacles and the necessity for alignment with educational goals persist as significant difficulties that require resolution. The investigation of educators' viewpoints regarding field trips in Delhi's schools uncovers diverse views shaped by different research approaches. Qualitative approaches, including interviews and focus groups, have been prevalent in collecting the varied perspectives and beliefs of educators concerning the educational significance of field trips. These studies frequently emphasize that educators regard field trips as essential for experiential learning and enhancing student engagement, a finding supported by other researchers (Abdullahi N, 2025) (O C Paramole et al., 2024). In contrast, quantitative approaches, such as surveys, offer a wider perspective, uncovering statistical trends in teacher attitudes and the prevalence of field excursions among various schools. The findings indicate that systemic factors, including school resources and administrative support, substantially influence teachers' readiness to organize and engage in field trips (Kwon K-sook et al., 2024) (Wang N et al., 2022). The incorporation of mixed-method approaches has enhanced the discourse by combining qualitative depth with quantitative breadth. These studies underscore the significance of context, illustrating that educators' viewpoints are

frequently shaped by external influences, including cultural norms and educational policies (F Santos, 2018) (Lee H, 2010). Furthermore, ethnographic research has illuminated the social dynamics within educational institutions, demonstrating how collaborative practices among teachers can improve the planning and implementation of field trips (C Guess, 2004).

Although qualitative insights are valuable, it is essential for future research to achieve methodological balance by integrating various methodologies. An interdisciplinary perspective may offer a more comprehensive understanding of the effects of field trips, guaranteeing that results are substantial and relevant across various educational contexts (B Cavas, 2024) (Hasrat MA et al., 2023). Consequently, the discussion over field trips is complex, influenced by the methodological approaches researchers utilize to clarify instructor viewpoints in this context. Investigating educators' viewpoints on field trips in Delhi schools uncovers a nuanced interaction of theoretical frameworks that enhances the dialogue on experiential learning. Constructivist theories are essential in positioning field trips as valuable chances for genuine participation, enabling teachers to acknowledge that these experiences enhance students' comprehension and retention of content (Abdullahi N, 2025) (O C Paramole et al., 2024). This corresponds with research highlighting the significance of experiential learning in bridging classroom material with real-world applications, thereby enhancing student engagement and motivation (Kwon K-sook et al., 2024) (Wang N et al., 2022). Conversely, certain educators voice apprehensions based on practical considerations, indicating that the logistical difficulties and time limitations linked to field trips may impede effective pedagogical methods. These perspectives align with critical theories that emphasize the socio-political factors affecting education, indicating that systemic obstacles may diminish the advantages of experiential pedagogies (F Santos, 2018) (Lee H, 2010). Cultural perspectives influence teacher attitudes, indicating that a school's ethos and community values substantially affect the perceived significance of field trips in education (C Guess, 2004) (B Cavas, 2024).

Moreover, social cognitive learning theories suggest that the behaviors and attitudes of peers and colleagues can greatly impact a teacher's willingness to conduct field trips (Hasrat MA et al., 2023) (Gutzweiler R et al., 2020). This interaction underscores the importance of professional development and collaborative settings, promoting shared experiences and mutual learning among teachers regarding the effectiveness of field excursions (J Galbraith, 2012). The confluence of these theoretical viewpoints provides a comprehensive comprehension of the processes influencing teacher attitudes, emphasizing both the potential advantages and intrinsic limitations of incorporating



field trips within the pedagogical framework of Delhi's schools. The investigation of educators' viewpoints on field trips in Delhi's schools uncovers a nuanced comprehension of the intricate connection between experiential learning and pedagogical methods. The literature highlights the inherent educational significance of field trips, which transcend conventional classroom experiences, promoting increased student involvement, motivation, and real-world contextualization of knowledge (Abdullahi N, 2025).

Educators assert that field trips are essential instruments for merging academic concepts with practical applications, thereby enhancing creativity and critical thinking in pupils (O C Paramole et al., 2024), (Kwon K-sook et al., 2024). There is a widespread consensus regarding the beneficial effects of field trips as transformative educational experiences, notwithstanding the contextual challenges posed by systemic barriers, budget limitations, and safety concerns (Wang N et al., 2022; F Santos, 2018). The review highlights that although educators in Delhi acknowledge the advantages of field trips, their viewpoints are considerably shaped by the socio-cultural and economic diversity of the area (Lee H, 2010). Moreover, logistical issues persist as a primary concern in debates about the implementation of educational excursions. The persistent conflict between acknowledging the educational value of field trips and confronting the challenges of practical execution is a critical subject emphasized in the literature (C Guess, 2004), (B Cavas, 2024). The implications of these findings influence educational policy and practice, indicating a necessity for institutional support structures that promote rather than obstruct experiential learning opportunities (Hasrat MA et al., 2023). Additionally, it is essential to acknowledge the limitations within the current literature. The primary emphasis on qualitative methodologies yields detailed insights from educators; however, this has frequently resulted in a neglect of extensive quantitative analyses that could offer statistical generalizations about field trip practices across various demographics (Gutzweiler R et al., 2020). Furthermore, although several research address the social dynamics among educators, there is a notable deficiency of ethnographic accounts that could enhance understanding of how collaborative practices influence the design and implementation of field excursions (J Galbraith, 2012). Future research should employ mixed-method approaches that integrate both qualitative and quantitative perspectives, facilitating a more thorough analysis of teacher viewpoints and the influence of field trips across varied educational environments (Lee K et al., 2022). Based on the findings, the literature review recommends additional investigation into the effectiveness of teacher training programs in providing educators with the requisite skills for organizing successful field trips. There exists significant potential to

investigate how professional development might cultivate a culture of experiential learning, thereby altering teacher perceptions of field excursions and enhancing their accessibility for a broader spectrum of students (OECD, 2021). Research into the intersection of cultural factors and experiential learning in Delhi's diverse classrooms may provide significant insights into how different educational contexts shape teacher perspectives and practices (Robeyns I, 2017).

This literature review establishes a basis for further investigation into teacher perspectives on field trips, underscoring the necessity for ongoing exploration in a swiftly changing educational environment. Future research can enrich the understanding of optimizing field trips as effective pedagogical tools in Delhi's schools by addressing the existing gaps in the literature and exploring the complexities inherent in educational practices (Puri J, 2016), (Levien M, 2013), (Wang N et al., 2022), (McKenney S et al., 2018), (Khalifa M et al., 2016), (Bell J, 2015). This study is both topical and essential for affirming that field trips are a fundamental component of a comprehensive educational framework that benefits students from all socio-economic backgrounds.

### **Methodology**

In recent years, the importance of field trips as an experiential learning tool within the educational framework has acquired considerable recognition, especially in metropolitan schools such as those in Delhi. Both educators and policymakers acknowledge that these excursions can improve student enthusiasm and engagement, therefore enhancing the educational experience. The execution of effective field trips is typically impeded by logistical problems, resource limitations, and insufficient institutional support, which can diminish their effectiveness (Abdullahi N, 2025). This research aims to elucidate the gap in comprehension about teachers' perceptions and execution of field trips, with particular emphasis on the complexities inherent in their planning methodologies and educational objectives. This study seeks to clarify the intricate relationship between educational theory and practice within the Indian setting (O C Paramole et al., 2024). The main aim is to investigate teachers' perspectives of the educational significance of field excursions, the obstacles they face, and the strategies they consider could improve their effectiveness (Kwon K-sook et al., 2024). The project aims to examine the impact of local cultural and socio-economic aspects on these perceptions, providing insights into the larger implications of field trips for student learning and community engagement (Wang N et al., 2022).

A qualitative study methodology will be utilized, featuring semi-structured interviews and focus group discussions with instructors from several schools in Delhi. This



methodology, along with previous research advocating for qualitative insights into educational processes, will facilitate the acquisition of comprehensive, contextualized data (F Santos, 2018). This methodology is significant for two reasons: it offers a detailed understanding of teachers' perspectives, frequently neglected in quantitative analyses, and it enables comparative discussions on best practices and innovative solutions documented in educational literature (Lee H, 2010). This research aims to enhance both academic knowledge and practical applications in education, particularly as schools strive to incorporate more experiential learning opportunities into their curricula (C Guess, 2004). The findings are anticipated to guide policy recommendations that improve the efficacy of field trips and assist teachers in their essential roles as facilitators of experiential learning (B Cavas, 2024). Hasrat MA et al. (2023), Gutzweiler R et al. (2020), J Galbraith (2012), Lee K et al. (2022), OECD (2021), Robeyns I (2017), Puri J (2016), Levien M (2013), Wang N et al. (2022), McKenney S et al. (2018), Khalifa M et al. (2016), Bell J (2015).

## Results

An extensive analysis of educators' viewpoints regarding field trips in Delhi's schools uncovers substantial insights into their pedagogical significance and associated obstacles. The qualitative data, gathered via semi-structured interviews and focus groups, demonstrates that educators uniformly acknowledge the capacity of field trips to augment student engagement, promote experiential learning, and enable the application of theoretical concepts in practical circumstances. Significant findings indicate that educators regard field trips as essential opportunities to stimulate curiosity, enhance social skills, and foster a profound comprehension of academic content, consistent with constructivist learning theories that underscore the necessity of active engagement in educational environments (Abdullahi N, 2025). Many educators noted logistical challenges, such as budget limitations and insufficient institutional support, which impede the effective execution of these activities (O C Paramole et al., 2024). This finding aligns with previous research, highlighting that practical obstacles frequently hinder educators from executing effective field trips, particularly in urban settings where resource distribution is a critical issue (Kwon K-sook et al., 2024). Comparative studies from multiple nations reveal that whereas educators universally appreciate the experiential advantages of field excursions, differences in resource availability result in unequal access to these enriching experiences across various schools (Wang N et al., 2022).

These findings possess academic importance as they highlight the need for a supportive framework that facilitates the incorporation of field trips into curriculum and overcomes

the resource deficiencies reported in prior works (F Santos, 2018). This study's findings argue for policy reforms in educational institutions, pushing decision-makers to explore novel funding and support strategies for immersive learning experiences that benefit all students (Lee H, 2010). Additionally, educators articulated a want for increased collaboration with parents and community stakeholders, reflecting findings from prior research that supports community engagement in educational processes to boost student learning (C Guess, 2004). The findings indicate both the promise and constraints of utilizing field trips as instructional tools in Delhi's educational context, highlighting the necessity of resolving these concerns to fully harness the advantages of experiential learning (B Cavas, 2024). The educational community's pursuit of dynamic and engaging learning approaches offers useful insights for researchers, educators, and policymakers striving to enhance educational practices that effectively address the different requirements of students (Hasrat MA et al., 2023). This extensive understanding not only enriches the academic corpus but also guides practical measures that may improve the overall educational experience for pupils in urban schools (Gutzweiler R et al., 2020).

### **Discussion**

The significance of field trips in educational contexts has received heightened focus in recent years, especially as educators aim to improve experiential learning experiences that foster student engagement and expand curricular comprehension. This study's findings indicate that teachers in Delhi's schools widely acknowledge the diverse educational advantages of field trips, supporting prior literature that highlights experiential learning as a method to enhance students' understanding of intricate subjects while promoting social skills and collaboration (Abdullahi N, 2025). Nonetheless, although educators demonstrate eagerness to incorporate field trips into their pedagogical approaches, logistical obstacles, including financial limitations and institutional backing, pose considerable difficulties (O C Paramole et al., 2024). These problems reflect findings from research undertaken in other contexts, which similarly emphasizes how administrative obstacles might hinder the effective implementation of experiential learning opportunities (Kwon K-sook et al., 2024).

Educators indicated that restricted access to resources frequently hinders their capacity to conduct field trips, reflecting findings from earlier research that reveal significant inequalities in the distribution of educational resources (Wang N et al., 2022). Additionally, the aspiration for improved collaboration with parents and community partners emerged as a consistent topic in the interviews, corroborating prior research that supports community involvement to enhance the educational experience

through active engagement (F Santos, 2018). This research elucidates the complex viewpoints educators possess regarding the essential function of field trips in teaching, highlighting both the recognized advantages and the systemic obstacles that impede their implementation (Lee H, 2010). The ramifications of these findings transcend individual classroom methods; they highlight the urgent necessity for educational policy that promote more investment in experiential learning initiatives within the curriculum (C Guess, 2004). The literature indicates that successful integration of field trips boosts students' academic performance and is crucial for developing critical thinking and contextual awareness of the subject matter (B Cavas, 2024). Therefore, resolving the logistical and budgetary obstacles identified by the educators could enhance the effective execution of field trips, furthering the educational system's objective of equipping students for real-world challenges (Hasrat MA et al., 2023). Future study may further examine these dynamics by analyzing the effects of targeted interventions designed to address the identified problems, thus fostering a more fair educational environment (Gutzweiler R et al., 2020). This research's findings support a reassessment of policy frameworks related to experiential learning, highlighting the importance of educators as key stakeholders in promoting inclusive and engaging learning environments (J Galbraith, 2012). By heeding the perspectives of educators, educational stakeholders can formulate more effective plans that acknowledge the significance of field excursions and guarantee their successful incorporation into the educational framework (Lee K et al., 2022). This study underscores the imperative for continuous professional development that enables educators to effectively utilize field trips as transforming educational experiences (OECD, 2021). This research establishes a foundational understanding for future investigations into the optimal incorporation of field trips within curricular frameworks across various educational settings (Robeyns I, 2017).

### **Conclusion**

Notable discoveries have arisen from the examination of educators' viewpoints toward field trips in Delhi schools. The findings indicate that instructors broadly acknowledge the diverse educational advantages of field trips, including increased student engagement, practical knowledge application, and social skill development (Abdullahi N, 2025). Obstacles include budget limitations, logistical complications, and insufficient administrative backing were recognized as hindrances to the successful incorporation of field trips into the instructional framework (O C Paramole et al., 2024). The research problem was examined by qualitative analysis, indicating that although teachers are eager to integrate field trips, structural impediments hinder their



efficacy (Kwon K-sook et al., 2024). Interviews and participant surveys provided a greater understanding of the interplay between teachers' ambitions for experiential learning and the challenges of executing such initiatives in urban educational systems (Wang N et al., 2022).

The ramifications of these findings are both academic and practical; they highlight the need for specific policy reforms that emphasize experiential learning in curriculum and tackle the institutional barriers hindering efficient field trip execution (F Santos, 2018). This research enhances the existing literature on experiential education by addressing gaps in understanding educators' views (Lee H, 2010). These insights are essential for guiding future instructional initiatives to enhance educational results in varied contexts (C Guess, 2004). Educational policymakers must prioritize the provision of resources and support that enable teachers to effectively employ field trips as a pedagogical tool (B Cavas, 2024). Future research should include longitudinal studies that assess the long-term effects of field trips on student learning outcomes, yielding extensive data that could further shape educational policies (Hasrat MA et al., 2023). Furthermore, examining students' views on the efficacy of field trips may provide a comprehensive insight into their educational significance (Gutzweiler R et al., 2020). Broadening the research to encompass a wide array of educational circumstances will enhance the findings and yield more universally applicable solutions (J Galbraith, 2012).

As urban educational environments transform, cultivating collaboration among schools, communities, and parents will be essential for the effective incorporation of field trips into curricula (Lee K et al., 2022). This will improve educational practices and bridge the divide between academic knowledge and practical experiences (OECD, 2021). This research establishes a robust basis for further investigation into experiential learning inside the Delhi educational system and outside (Robeyns I, 2017). The promotion of organized support systems and resources for educators is essential for enhancing learning possibilities for pupils (Puri J, 2016). Such changes can revolutionize the delivery of education, ultimately benefiting a generation of learners (Iverson, 2013).

## References

- Nasiru Abdullahi (2025) assessing the impact of incorporating an inquirybased approach during a field trip on students' engagement, retention of knowledge and learning outcomes in nigerian tertiary institutions. international journal of social sciences and Management Review. doi: <https://www.semanticscholar.org/paper/697c6d8de4110f6b534580bc055ba25e80d73072>

- O. C. Paramole, Moses Adeleke Adeoye, Saheed Abiodun Arowosaye, Yejide Adepeju Ibikunle (2024) The Impact of Active Listening on Student Engagement and Learning Outcomes in Educational Settings. *International Journal of Universal Education*. doi:  
<https://www.semanticscholar.org/paper/f708da6c76abf87196f415bfcd0cca6c5cd579c6>
- Kyung-sook Kwon, In-ae Hwang, Seung-suk Lee (2024) A study on the Experience and Recognition of Early Childhood Teachers in the Graduate School of Education in Global Citizenship Education. *Korean Association For Learner-Centered Curriculum And Instruction*. doi:  
<https://www.semanticscholar.org/paper/a540314bb4f464995d6825d8f595350e6a46a4ba>
- Ning Wang, Robert J. Stern, M. Urquhart, Katherine Seals (2022) Google Earth Geoscience Video Library (GEGVL): Organizing Geoscience Videos in a Google Earth Environment to Support Fieldwork Teaching Methodology in Earth Science. *Geosciences*. doi:  
<https://www.semanticscholar.org/paper/e1f12e4fed69d6c3b1b3c3b1be3d09fb7049ec0f>
- F. Santos (2018) Proposta de implementação de um manual para organização e realização de visitas e viagens técnicas. *Prairie Schooner*. doi:  
<https://www.semanticscholar.org/paper/28372b32ac047c83d7a77327a69d730c07543880>
- Hyonyong Lee (2010) A Qualitative Case Study of an Exemplary Science Teacher's Earth Systems Education Experiences. Volume(31), 500-520. *Journal of The Korean Earth Science Society*. doi:  
<https://www.semanticscholar.org/paper/b5853b4131995799965e6ad510eec17ced2aa086>
- C. Guess (2004) Decision Making in Individualistic and Collectivistic Cultures. Volume(4), 3. *Online Readings in Psychology and Culture*. doi:  
<https://www.semanticscholar.org/paper/0ca9051891c11070fb19d447c0ffc2616f4f0b47>
- B. Cavas (2024) Editorial. *Science Education International*. doi:  
<https://www.semanticscholar.org/paper/a199905c497509bc31048e0f8e321619a0749b54>
- Mohsin Ali Hasrat, Rashid Hussain, N. Akhter, Sher Muhammad Awan (2023) Exploring the Interest and Motivation through Field Trips in Learning Sciences.

Journal of Excellence in Social Sciences. doi:

<https://www.semanticscholar.org/paper/415ff57f32c3af479bcd7ce65c94eac765c8b06a>

- Raphael Gutzweiler, M. Neese, T. In-Albon (2020) Teachers' Perspectives on Children With Type 1 Diabetes in German Kindergartens and Schools. Volume(33), 201 - 209. Diabetes Spectrum. doi: <https://www.semanticscholar.org/paper/5b0e2944307d73ef3271fb137501224f56460527>
- J. Galbraith (2012) Using Student Competition Field Trips to Increase Teaching and Learning Effectiveness. Journal of Natural Resources and Life Sciences Education. doi: <https://www.semanticscholar.org/paper/aaff2eb04fbc0b9dae700392a3b11c769b8b19fc>
- Katherine Lee, Daphne Ippolito, Andrew Nystrom, Chiyuan Zhang, Douglas Eck, Chris Callison-Burch, Nicholas Carlini (2022) Deduplicating Training Data Makes Language Models Better. Proceedings of the 60th Annual Meeting of the Association for Computational Linguistics (Volume 1: Long Papers). doi: <https://doi.org/10.18653/v1/2022.acl-long.577>
- OECD (2021) Women in infrastructure. Public governance policy papers. doi: <https://doi.org/10.1787/9eab66a8-en>
- Ingrid Robeyns (2017) Wellbeing, Freedom and Social Justice: The Capability Approach Re-Examined. . Open Book Publishers. doi: <https://doi.org/10.11647/obp.0130>
- Jyoti Puri (2016) Sexual States. . doi: <https://doi.org/10.1215/9780822374749>
- Michael Levien (2013) Regimes of Dispossession: From Steel Towns to Special Economic Zones. Volume(44), 381-407. Development and Change. doi: <https://doi.org/10.1111/dech.12012>
- Ning Wang, Robert J. Stern, M. L. Urquhart, Katherine M. Seals (2022) Google Earth Geoscience Video Library (GEGVL): Organizing Geoscience Videos in a Google Earth Environment to Support Fieldwork Teaching Methodology in Earth Science. Volume(12), 250-250. Geosciences. doi: <https://doi.org/10.3390/geosciences12060250>
- Susan McKenney, Thomas C. Reeves (2018) Conducting Educational Design Research. . Routledge eBooks. doi: <https://doi.org/10.4324/9781315105642>



- Muhammad Khalifa, Mark A. Gooden, James Earl Davis (2016) Culturally Responsive School Leadership. Volume(86), 1272-1311. Review of Educational Research. doi: <https://doi.org/10.3102/0034654316630383>
- Judith Bell (2015) Doing Your Research Project. Bloomsbury Academic eBooks. doi: <https://doi.org/10.5040/9781474238151.ch-011>



# THE RESEARCH DIALOGUE

An Online Quarterly Multi-Disciplinary  
Peer-Reviewed / Refereed National Research Journal

ISSN: 2583-438X

Volume-04, Issue-01, April-2025

[www.theresearchdialogue.com](http://www.theresearchdialogue.com)

Certificate Number April-2025/09

Impact Factor (RPRI-4.73)



## Certificate Of Publication

*This Certificate is proudly presented to*

**Deepak Kumar & Dr. Ananthula Raghu**

*for publication of research paper title*

**“Teacher Perspectives on Field Trips in Schools of Delhi”**

Published in ‘The Research Dialogue’ Peer-Reviewed / Refereed Research Journal and

E-ISSN: 2583-438X, Volume-04, Issue-01, Month April, Year-2025.

  
Dr. Neeraj Yadav  
Executive Chief Editor

  
Dr. Lohans Kumar Kalyani  
Editor-in-chief

**Note:** This E-Certificate is valid with published paper and the paper must be available online at [www.theresearchdialogue.com](http://www.theresearchdialogue.com)

INDEXED BY

