



INTER UNIVERSITY CENTRE FOR TEACHER EDUCATION

REGIONAL INSTITUTE OF EDUCATION, MYSURU-06

(NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING,
NEW DELHI)



REPORT OF THE WORKSHOP ON “SPONSORED RESEARCH PROPOSALS”

Conducted from 18th to 20th, March-2019



Programme Coordinator

Dr. M.S. Talawar

Centre Director, IUCTE

RIE, Mysuru.

Venue : IUCTE Hall,
Regional Institute of Education, Mysuru.

A 3-day workshop on ‘Sponsored Research Proposals’

ABSTRACT

Title of the program : ‘Sponsored Research Proposals’

Type : Development

Category : New

Specific Objectives :

The Broad objective of the program is to involve experts in the field of educational research to undertake intensive research on Teacher Education. The specific objectives are

- To identify specific areas of research on teacher education which have not been addressed
- To encourage research on Policy Making on various dimensions of teacher education
- To establish networking among teacher education institutions through collaborative research
- To evolve new methodology for the conduct of research on teacher education
- To evolve a mechanism for the dissemination of research findings so as to improve the quality in teacher education

Methodology :

1. A 3-day workshop of Educational experts

- to identify unexplored areas of research in Teacher Education
- preparation of Research Proposal Format for funding and Research Design

2. Issue of Advertisement in Electronic and Print media for wider publicity-

Advertisement for inviting research proposals from Universities/Institutes/NGOs/Individuals
Research Proposals will be invited from

- The academicians, Practising Teachers and Researchers who are actively working in the field of teacher education.
- Indian Southern States/UTs Functionaries including School of Education, SCERTs, DIETs, IASE and CTE.

• **Total Budget** : Rs.1,86,125 = 00

• **Plans for utilization and Dissemination of the end Product(s):**

Issue of Advertisement in Electronic and Print media for wider publicity.

PROFORMA FOR PROGRAMME PROPOSALS 2018 - 19
(Only for Development, Training and Extension Proposals)

1.	Name of the NCERT Constituent /Department	IUCTE RIE Mysore
2.	Title of the program	“Sponsored Research Proposals”
3.	a. Type of the program	Development
	b. Category of the prog.	New
	c. If the program is on-going or carried over, mention the PAC Code No. and year of approval	New
4.	Total duration of the program as phased in column 10 (months)	10 months
	(a) Date on which program to be commenced	March 2019
	(b) Target date of completion	December 2019
5.	Target Groups	
	(a) If program is meant for a group with special needs.	Not Applicable
	(b) Stage of education to which the program is meant.	Teacher Education
	(c) If program is State/Region/Agency specific, please specify the State/Region/Agency	Regional
6	Beneficiaries	Faculty members of Teacher Education

7. Need and Justification:

Educational research refers to the systematic collection and analysis of data related to the field of education. Research may involve various aspects of education including student learning, teaching methods, curriculum, teacher training and class dynamics. Educational research and practices are intrinsically connected and there is a strong basis for integration.

Teacher education research in india is predominantly a post independent phenomena and is gaining momentum during the present time. Although teacher education has been recognised as a key aspect of educational policy and practice especially over the past few decades, the research undertaken in policy matters is in many respects inadequate. Based on the research evidences in teacher education, the key questions to researches in teacher education can be identified. These include such topics as the relationship between theory and practice in professional learning, the significance of partnerships between schools and higher education institutions, the relationship between preservice teacher education and ongoing professional learning. There are ongoing researches carried out by scholars in a range of disciplines and seeking to explore the wider significance of teacher education. Hence in all areas of teacher education, research building capacity needs to encompass all stakeholders and levels of interventions.

Although there is no dearth of financing research proposals on teacher education, there is inadequate progress in the field. Research surveys in recent past have indicated that much progress has not been made in teacher education. There is a criticism that the methodology adopted for the conduct of teacher education research does not suit for the modern times. Innovative courses on teacher education command a constructive feedback through intensive research findings. Teacher educators shall utilise research based knowledge and evidence in the classroom teaching. It is needless to emphasise on teachers' engagement in research activities to overcome classroom problems. Pedagogies focusing on experimenting and modelling teaching practices were not utilised systematically. Hence this proposed sponsored research programmes to be initiated by the IUCTE, would raise the confidence of teacher educators to involve in active research.

8. (a) Specific Objectives:

- To identify specific areas of research on teacher education which have not been addressed
- To encourage research on Policy Making on various dimensions of teacher education
- To establish networking among teacher education institutions through collaborative research
- To evolve new methodology for the conduct of research on teacher education
- To evolve a mechanism for the dissemination of research findings so as to improve the quality in teacher education

(b) Methodology:

1. A 3-day workshop of Educational experts
 - to identify unexplored areas of research in Teacher Education
 - preparation of Research Proposal Format for funding and Research Design
2. Issue of Advertisement in Electronic and Print media for wider publicity-
 Advertisement for inviting research proposals from Universities/Institutes/NGOs/Individuals
 Research Proposals will be invited from
 - The academicians, Practising Teachers and Researchers who are actively working in the field of teacher education.
 - Indian Southern States/UTs Functionaries including School of Education, SCERTs, DIETs, IASE and CTE.

9. Phasing of the program with precise information on activities:

S. No.	Activity proposed to be organized	Programme dates	Estimated Expenditure	Actual Expenditure
1.	A 3 day workshop 'Sponsored Research Proposals'	18-20th March, 2019	Rs.1,86,125.00	Rs.86577.60

Report on the Outcome of the Programme

PREFACE

Inter University Centre for Teacher Education (IUCTE), ever since its existence, has undertaken several programmes to address significant issues of Teacher Education. Further, it is planning activities for quality Teacher Education, Networking new knowledge creation and empowerment of Teacher Educators in Southern parts of India. The IUCTE desires to provide a Common platform to design innovative approaches for class room Teaching. It is needless to emphasise that, findings of the Educational research go in a long way to pursue this endeavor.

It has been planned by the IUCTE to launch Sponsored Research Programmes by inviting Research Proposals from the individuals and institutions on unexplored areas of Research on Teacher Education. Accordingly a 3-day workshop was held from 18,19 and 20th March, 2019 at RIE Campus mysuru. A significant work has been done with the major focus on evolving a format of the Research Proposals, methodology for the conduct of such Research and Reporting of the Research findings.

I thank profusely Prof. Y. Sreekanth, Principal, RIE, Mysuru for timely guidance in conducting this event. I acknowledge the experts of Educational Research who have richly contributed in evolving a format of the Research proposals, reporting of Research findings and identifying unexplored areas of Research. I sincerely thank faculty members of IUCTE for their constructive support and cooperation.

Dr. M.S. Talawar
Centre Director,
IUCTE.

Introduction

“Research is a combination of both experience and reasoning and must be regarded as the most successful approach to the discovery of truth” (Borg, 1963, as cited in Cohan, Manion, & Morrison, 2000)

Educational research refers to the systematic collection and analysis of data related to the field of education. Research may involve various aspects of education including student Learning, Teaching methods, Curriculum, Teacher Training and class dynamics. Educational research and practices are intrinsically connected and there is a strong basis for integration.

Educational research can be defined as a ‘purposeful and systematic’ enquiry ‘to solve a problem, illuminate a situation or add to our knowledge’ (Much, 2005, pp. 14) ‘by the discovery of non-trivial facts and insights’ (Howard & Sharp, 1983, as cited in Bell, 2005, pp. 2) ‘in relation to the improvement of education policy and practices, with a commitment to broader dissemination of research findings beyond publication in high status, international, refereed journals’ (Lingard & Gale, 2010, pp. 31).

Research and Teacher Education

Research should make some contribution to high quality teacher education, and we should precisely make an attempt to know what the contribution should be: to initial teacher education, to teachers’ professional development and for the improvement in the matters related to school setting and also for designing policies. It is also imperative to find out how different teacher education systems currently engage with research and are there any international evidence that links research and teacher education in an effective way.

High quality teaching is now widely acknowledged to be the most important school-level factor influencing student achievement. This in turn has focused attention on the importance of teacher education, from initial training and induction for beginning teachers, to ongoing professional development to help update teachers’ knowledge, deepen their understanding and advance their skills as expert practitioners. Policy-makers around the world have approached the task of teacher preparation and professional development in different ways, reflecting their distinctive values, beliefs and assumptions about the nature of professional knowledge and how and where such learning takes place. At this point, it is everybody’s concern to boost the use of research to inform the design, structure and content of teacher education programmes.

The Inquiry aims to shape debate, inform policy and influence practice by investigating the contribution of research in teacher education and examining the potential benefits of research-based skills and knowledge for improving school performance and student outcomes.

Research can contribute to programmes of teacher education in many ways:

- The content of teacher education programmes may be informed by research-based knowledge and scholarship, evolving from a range of academic disciplines and epistemological traditions.
- Research can be used to inform the design and structure of teacher education programmes.
- Teachers and teacher educators can be made discerning consumers of research.
- Teachers and teacher educators must be encouraged to take up research, individually and collectively, to investigate and to explore the positive and negative effects of educational practices.

The priority for all stakeholders (Government, national agencies, schools, universities and teachers' organisations) should be to work together to create a national strategy for teacher education and professional learning that reflects the principles of 'research-informed clinical practice'. Rather than privileging one type of institutional approach, these principles should be applied to all institutional settings and organisations where teacher education and professional learning takes place. Further consideration needs to be given to the best ways of developing such a strategy, in consultation with all the relevant partners.

Research in teacher Education in India is predominantly a post independent phenomena and is gaining momentum during the present time. Although teacher education has been recognized as a key aspect of educational policy and practice especially over the past few decades, the research undertaken in policy matters is in many respects inadequate. Based on the research evidences in teacher education, the key questions to researches in teacher education can be identified. These include such topics as the relationship between theory and practice in professional learning, the significance of partnerships between schools and higher education institutions, the relationship between preservice teacher education and ongoing professional learning. There are ongoing researches carried out by scholars in a range of disciplines and seeking to explore the wider significance of teacher education. Hence in all areas of

teacher education, research building capacity needs to encompass all stakeholders and levels of interventions.

Need and importance

Although there is no dearth of financing research proposals on teacher education, there is inadequate progress in the field. Research surveys in recent past have indicated that much progress has not been made in teacher education. There is a criticism that the methodology adopted for the conduct of teacher education research does not suit for the modern times. Innovative courses on teacher education command a constructive feedback through intensive research findings. Teacher educators shall utilize research based knowledge and evidence in the classroom teaching. It is needless to emphasis on teachers' engagement in research activities to overcome classroom problems. Pedagogies focusing on experimenting and modelling teaching practices were not utilized systematically. Hence this proposed sponsored research programmes to be initiated by the IUCTE, would raise the confidence of teacher educators to involve in active research.

Objectives:

- To identify specific areas of research on teacher education which have not been addressed
- To encourage research on Policy Making on various dimensions of teacher education
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- To evolve new methodology for the conduct of research on teacher education
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Some thoughts on Road map to Research in Teacher Education

In recent years Teacher Education has been recognized as a key area of policy and practice of not only school Education but also higher Education and Professional Education such as medicine, law and technology. It is believed everywhere that Teacher Education is supported by research evidences, but the extent and scope of such support vary from country to country and region to region. As far as India is concerned, Research in Teacher Education is fragmented, inadequate and lacks initiative. One can see the

importance of Research in the recent developments in the policies and practices associated with the following:

Discipline based Teacher Education Science, Technology, Engineering and Mathematics, Science Teacher Education, Biology Teacher Education, Maths Teacher Education. STEM Education.

- Teacher Education in Higher Education-Increased emphasis on pedagogy, Teaching practice and evaluation by Accreditation bodies like UGC, NAAC, AICTE, NCTE, IMA and CDC
- Establishment of Education/ Teacher Education departments /Projects in IITs, Universities
- Teacher Education components in Medical Education curriculum-training and Evaluation of Professionals
- Activities and publications of ERA(US), BERA(UK), NCERT, NCTE UGC
- Increasing number of doctoral thesis, papers and professional deliberations on Teacher Education themes

The central issue in Research based Teacher Education is the application and effective use of Research data in the professional activities of Teachers. Teacher's key competencies of Teaching, curriculum development and evaluation should be at least to some extent be based on Research findings. Are Teachers and Teacher Educators familiar with the recent research work in their subject they teach, pedagogy they follow and evaluation practices and also reflective approaches to their own professional behavior. Should research be made mandatory component of Teacher Education curriculum?

With this end in view, a series of programmes have been conceptualized. The first programme in this regard was conducted from 18th -20th, March, 2019, by organizing a consultative workshop with educational experts Methodology 3 Day workshop

Methodology:

A three day consultative workshop with Educational experts was conducted at IUCTE, to identify unexplored areas of research in Teacher Education and also to prepare Research Proposal Format for funding and Research Design.

It was decided to issue an Advertisement in Electronic and Print media for wider publicity for inviting research proposals from Universities/Institutes /NGOs/Individuals like academicians, Practicing Teachers and Researchers who are actively working in the field of teacher education. The focus would also be given to Southern states of India/UTs, Functionaries including School of Education, SCERTs, DIETs, IASE and CTE.

Proceedingsssss of the three day workshop form 18/03/2019 to 20/03/2019.

Day-1 (18.03.2019)

After the brief inaugural function, Dr. M.S. Talawar, the coordinator of the workshop and Centre Director, IUCTE presented concept note so as to have clarity on what has to be done in the proposed workshop. A detailed discussion was taken-up on the main theme of the workshop. Accordingly key questions like relationship between theory and practices in Teacher Education, partnership between schools and community etc., were highlighted. Dr. Sridhar Y.N. has made presentation on 'Road map to Research in Teacher Education and emphasized on Establishment of teacher Education departments in IIT's and incorporating Teacher Education components in medical Education Curriculum, training and evaluation of professionals. He is of the opinion that, the Central issue in Research based Teacher Education is the application of effective use of research data in the professional activities of Teachers.



Dr. William Dharmaraj pointed out the need and significance of Research proposals. He has emphasized that an orientation programme would be thought out for clarity on unexplored areas of research; preciseness in conceptualizing research issues etc., Dr. H.M. Kasinath and Dr. Flossy'D'souza have presented the draft outlines of the research proposal. A Fruitful discussion has enabled the group to evolve with a good format for research proposal. (Annexure-I)

Day-2 (19.03.2019)

On the Second day the experts have discussed extensively the format of research report. Dr. Lokanath Reddy has presented "Dynamics of Research Reporting." He has analysed the present practice of research reporting and pointed out limitations of these practices. He has thrown light on how the style of reporting on sponsored research report is to be distinct from reports of research by M.Ed, M.Phil and Ph.d students. Prof. C.S. Nagaraju has observed that the reports on Sponsored Research is to be need based, and this research should evolve the necessary guidelines and answer for the research questions. All experts have agreed that, the reporting of sponsored research should suggest solutions for a set of research questions. (Annexure-II)



Day-3 (20.03.2019)

On the third day, experts have attempted to identify unexplored areas of research in Teacher Education, Broad classification of unexplored areas such as, class management techniques, student learning process, models of teaching, administration and admission process of different types of teacher education, special education components of teacher education, internship, pre-internship, and post-internship activities were also highlighted. Dr. S.S. Patil has made a presentation on language aspects of research reporting. He has opined that the language to be used in research report need to be very precise and free from grammatical mistakes, The way in which citations, references and bibliography are to be given were also clarified. (Annexure-II)



In all this three days of the workshop, there have been in-depth discussions and have produced very significant information and knowledge on sponsored research proposal –The workshop was concluded by expressing thanks to all those who actively participated in this programme.

Plans for follow-up/feedback on the utilization of the outcome.

- Issue of Advertisement in Electronic and Print media for wider publicity-inviting research proposals from Universities /Institutes/ NGOs/Individuals.
- The academicians, Practicing Teachers and Researchers who are actively working in field of teacher education will be encouraged to take up sponsored researches
- The focus would also be given to Southern states of India/UTs, Functionaries including Schools of Education, SCERTs, DIETs, IASE and CTE by sanctioning Research Projects with financial support to the selected proposals
- To follow up research activities and extending support for the completion of the research.

Appendix-1

Concept Note

- Based on research findings many key questions shall be identified in Teacher Education, such as:
 - ❖ Relationship between theory and practice in professional learning.
 - ❖ Significance of partnership between schools and community.
 - ❖ Relationship between pre-service Teacher Education and ongoing Professional learning.
- There is a criticism that the methodology adopted for the conduct of research in Teacher Education does not suit to modern times.
- Innovative concepts in Teacher Education like Flipped classroom, TPACK, m-learning and e-learning command constructive feedback through intensive research. Teacher Educators shall utilize research based knowledge and information for classroom teaching.

Specific objectives of Sponsored Researches on Teacher Education

- To identify specific areas of Research on Teacher Education which have not been addressed systematically unexplored.
- To encourage policy making research on various dimensions of Teacher Education.
- To establish networking among Teacher Education Institutions through collaborative research programmes.
- To evolve a new methodology to conduct research on Teacher Education.
- To evolve a mechanism for the dissemination of Research findings for the quality improvement of Teacher Education.

Some of the New Areas of Research on Teacher Education.

1. Systemic Flexibility in Teacher Education Curriculum- Student -Teachers to design their curriculum of their choice at least for one out of Six, Eight Semester.
2. Extension of Teacher Education programme to other professional courses like, Law, Medicine, Engineering, Agriculture etc- An Explorative Analysis

3. An opinion survey on introduction of 'Education' as an Optional Subject for both UG and PG Levels.
4. Development of a model student teaching programme in Secondary teacher education courses/ structured internship programme
5. Influence of Internship programme/ Block Teaching Practices in developing skills, competency and classroom managerial skills among student-teachers.
6. Suggested Inter-semester break Activities for strengthening teacher education programme.
7. Re-examining the grounds in teacher education for philosophy, logic from critical and sociological perspectives.

Major Outcomes to be evolved in the 3-day workshop are :

- ❖ Format of Research Proposals will be finalized.
- ❖ Method of Report Writing will be discussed at length and finalized.
- ❖ Themes to be listed out for Sponsored Research Project.

Appendix-2

Identification of Unexplored areas of Resource in

Teacher Education

Instructional Designs for implementation-Approaches /Models /programmes
/Practices

- Effectiveness of Information Processing Approach / Model
- Effectiveness of 5E Learning Cycle Model
- Designing e-Teacher Education Smart Classrooms for e-Learning and Testing through Online Learning, Twitters, Facebook, Semantic Web Involving Digital Lesson Designs, E-Portfolio, Webinar, e-Content, e-Book, e-Pathshala, etc.
- Development of Instructional Material Based on Constructivist Approach for Teacher Trainees in OD Learning
- Effectiveness of SWAYAM (Study Web of Active Learning for Young Aspiring Minds) in Reaching Prospective Teachers under Massive Open Online Courses (MOOCs)
- Effectiveness of Self-instructional Modules for B.Ed. Teacher Trainees in Enhancing Professional Skills Studying in Open / Distance Mode
- Effectiveness of Computer-based Modules for Teaching of Professional Skills among Teacher Trainees
- School as a Laboratory for B.Ed. Trainees
- Developing Web-based Meaningful Engaged Learning Strategy for Teacher Trainees
- Brain-based Learning as a Tool for Inculcation of Professional Skills
- A Study of Linguistic and Articulation Skills among Teacher Trainees
- Developing Web-based Meaningful Engaged Learning Strategy for Teacher Trainees
- Development of Programme to Enhance the Effectiveness of Colleges of Education

Philosophical Basis

- Philosophical and Educational Views of :
 - Amartya Sen,
 - Malala Yousafzai,
 - Aung San Suu Kyi,
 - Martin Luther King Jr.,
 - Paulo Freire,
 - Maya Angelou,
 - Desmond Tutu,
 - Booker T. Washington,
 - Franklin D. Roosevelt,
 - George Wilhelm
 - Friedrich Hegel,
 - Abigail Adams

Sociological & Psychological Bases

- Protection, Preservation and Promotion of Indigenous Knowledge among Scheduled Tribes: Issues, Challenges and Strategies.
- Curriculum Transaction in Tribal Schools
- Curriculum Transaction Through Tribal Dialects: Field Experiences
- Mother Tongue Education for Tribal Children
- Bilingual Education in Tribal Schools
- A Sociological Study of Status, Role and Problems of Principals / Teacher Educators / Teacher Trainees Serving in B.Ed. Colleges
- Organizational Climate Culture of Teacher Education College
- Professional Commitment of Teacher Educators
- Job Involvement of Teacher Educators
- Studying Motivation to Work and Job Satisfaction of Teacher Educators in Government / Private Aided / Private Unaided Colleges

- Educational Perceptions and Professional Attitude of Teacher–Trainees
- “Conflict Management” Styles of Principals of College of Education “Leadership Behavior” of Principals
- A Study of Academic Stress /Adjustment Styles of Teacher Trainees in College of Education
- Occupational Stress among the Teacher Educators Serving in ITEP
- Social, Emotional and Educational Problems of Teacher Trainees

Research Project Titles

Programme of Action (POA) for Implementation

- ITEP – Programme of Action (POA)
- Operationalizing the Scheme of ITEP Arts Stream
- Operationalizing the Scheme of ITEP Science Stream
- An Analysis of Parents’ Attitude towards ITEP
- Modus Operandi of Three Year B.Ed., M.Ed., Programme for Implementation
- Studying Functioning of B.Ed. Colleges using Systems Analysis
- A Critical Study of School Internship Programme in B.Ed. Programme as per NCTE Regulations, 2014
- An Explorative Study of Use of ICT in Colleges of Education
- Implementation of Continuous and Comprehensive Evaluation in Colleges of Education.
- Spoken Tutorial Project – “Talk to a Teacher” funded by National Mission on Education through ICT, MHRD, Govt. of India (www.spoken-tutorial.org)
- Global Initiative of Academic Network (GIAN) (UGC – MHRD Project)
- Hyderabad-Karnataka Region Development Board, Gulbarga (An Evaluation of Educational Research Projects Undertaken by the Board)
- Global Initiative of Academic Network (GIAN) (UGC – MHRD Project)
- Scheme of Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT) (Launched – 16th June 2015 UGC Scheme)
- Role of NCTE/NCERT/UGC/State Governments in Managing Colleges of Education

- An Evaluative Study of Lab Area Approach by DIETs in Achieving the Target of UEE
- Implementation of Samagra Shiksha Abhiyan (SSA) : Integrated Scheme for School Education in India
- Use of ICT Aided Constructivist Approach in Preparation of Teachers at Primary / Secondary Level
- Perception of Educational Technology Multimedia Technique / Instruction by Teacher Educators in Relation to their Teaching Profession
- Construction and Validation of a Set of Tools to Evaluate the Functioning of Teacher Education Colleges
- A Critical Study of In-service Training of the Teachers of Elementary Schools at BRCs and CRCs
- A Comparative Study of Teacher Education Curriculum Practised in Various Universities in Karnataka / Southern Region
- Innovative Practices in Teaching and Learning Processes followed in Teacher Education Institutions : A Survey
- Research, Development and Innovative Activities in CTE and IASE
- Status of Training of Art, Craft and Music Teachers in TEIs
- A Survey of Innovative Practices in Preparation of Educational Personnel
- Exchange Programs between School Teachers and Teacher Education Faculty
- A Study of Relevance of Integrated Courses in Teacher Education in the Present Context
- Studying the Managerial Skills of Principals of B.Ed. Colleges

Language Aspects of Research

Language: a socio-cultural perspectives of tribal communities

1. Linguistic Reorganization of States: A boon or bane ?
2. Documentation and Archiving of Languages of Adivasi Communities: Issues and Concerns
3. Ecology and Endangerment of Language among Tribal Communities: A Study
4. Revitalization of Language and Language Shift among Adivasis
5. Importance of Indigenous Languages and Making of Dictionary in Tribal Languages

6. Indigenous Languages and Orthography Development : A Study of Tribal Communities
7. Government Policies towards Preservation and Protection of Tribal Languages
8. Indigenous Languages and Indigenous Knowledge Practices among Tribal Communities
9. Indigenous Languages and Tribal Culture
10. Orality, Translation and Protection of Indigenous Languages
11. Languages, Culture and Identity: A Study of Nomadic Tribes
12. Protection, Preservation and Promotion of Indigenous Knowledge among Scheduled Tribes: Issues, Challenges and Strategies
13. Indigenous Languages and Linguistic Rights
14. Linguistic Diversity and National Integration in India

Language: Educational Needs of Tribal Communities

1. Primitive Tribal Communities and their Languages
2. Khond and Savara Languages : A Historical Perspective
3. Endangerment of Language among the Yerukula (A Nomadic Denotified Tribe)
4. Tribal Languages and Tribal Education: Present Scenario
5. Education through Tribal Languages: Issues, Challenges and prospects
6. Constitutional Provisions with regard to Tribal Languages
7. Curriculum Transaction in Tribal Schools
8. Tribal Languages: Policies and Recommendations suggested by Education Commissions
9. Curriculum transaction Through Tribal Dialects: Field Experiences
10. Mother Tongue Education for tribal Children
11. Bilingual Education in Tribal Schools
12. Multilingual Education in Tribal Schools: Field Experiences
13. Education of Tribal Children: Need for Improvised Pedagogy
14. Preparation of Glossary in Tribal Dialects
15. Tribal Languages in India: A Human Rights Perspective
16. Government Policy towards Tribal Languages and Tribal Education

Appendix-3

RESEARCH PROJECT PROPOSAL FORMAT

1. **Title of the Project:** It should be Concise and communicate the intent of the study.
2. **Project Summary/Abstract (approx. 200 words):** (a) research objectives
(b) methodology to be adopted and (c) Educational Implications of the project.
3. **Introduction:** (Covering Conceptual & Theoretical background)
4. **Research Trends:** (In the selected area of Research: International Status, National Status and Identification of Research Gap))
5. **Need & Significance of the Study**
6. **Statement of the Problem**
7. **Objectives of the Study:** Specific achievable objectives to be spelt out.
8. **Hypotheses of the Study**
9. **Variables of the Study**
10. **Definitions of the Terms**
11. **Delimitations of the Study**
12. **Methodology :**
 - Details of the Research Method/ Design
 - Sample of the Study
 - Research Tools Used (Quantitative/Qualitative)
 - Procedure of the Study :The modality of collecting information
 - Statistical Techniques Used

13. **Educational Implications :** Likely outcome of the study and benefits in the context of school education and teacher education needs to be precisely stated.

14. **Work Plan & Time Budgeting:** Plan of work and targets to be achieved, duration in which the study is proposed to be completed. To make it more rational, it may be desirable to visualize various stages involved in the study vis-à-vis the time requirement for each stage.

15. **Cost Estimation:** The cost of the project is to be estimated in terms of proposed duration of the project and facilities needed. It may contain the following items:

- i. Junior Project Fellow with duration for which needed
- ii. Travel expenses (TA/DA) of the person's involved
- iii. Purchase of Books, research tools, etc.
- iv. Expenses for development/adaptation of research tools
And materials.
- v. Development/Adaptation of Research Tools and materials
- vi. Expenses for photocopying and printing of tools
- vii. Hiring charges (computer, video recording, etc.)
- viii. Preparation of report (draft and final)
- ix. Contingency (stationery, postage, etc.)
- x. Overhead charges

Appendix-4
RESEARCH PROJECT REPORTING

A. PRELIMINARY SECTION

I Title Page

- Title of the Study
- Name of Sponsoring Agency
- Principal Investigator's Name and Institutional Affiliation
- Project Co-Investigators

II Foreword / Preface

- Co-Investigators and their Departmental Affiliation
- Sources of Financial Support
- Acknowledgement of Contribution to the Project

III Executive Summary

It should give a thorough overview of the whole research report including hypotheses, procedures, and major findings and the key points representing the major chapters of research in a simple manner. It should give sufficient detail and clarity to completely understand the contents of the research study.

IV Table of Contents, List of Tables and Figures

B. MAIN BODY OF THE REPORT

I Introduction

Give a clear and definitive statement of the problem. The problem must indicate the need for the research and its importance in terms of theory and/or practice. The following subtitles may be followed.

a. Process of Problem Identification and Statement of the Problem: State the Problem you are going to address. It should reflect the research gap in the disciplinary knowledge. In the case of program evaluation study, focus of evaluation has to be specified.

b. Background/Review of Literature: Present the conceptual /theoretical background of the study. Provide a Review of Previous research on the problem to understand

the problem clearly. This should give background to understand the study by citing the investigations and findings of previous researchers and documents the investigator's knowledge and preparation to investigate the problem. Logically connect the previous body of literature with the current work.

c. Definition of Terms: Provide operational definition in technical terms based on how you have measured the variables. An operational definition, when applied to data collection, is a clear, concise detailed definition of a measure. Give definition of the variables investigated and controlled.

d. Purpose & Rationale/ Hypotheses: Give a clear rationale for the study. List the objectives and hypotheses.

e. Assumptions: A statement that is presumed to be true, often only temporarily or for a specific purpose. Explain everything that is assumed in order for the investigation to be undertaken.

f. Scope of the Research: The applicability of the study may be specified in the context of the sample, area covered and degree of generalizability.

g. Ethical Considerations (if any)

II Methodology

Describe the research design and procedures used. Describe the methods for choosing subjects, collecting data or measurements, and conducting analysis as specifically as possible. Explain how the data were limited to the amount which was gathered. Explain the procedures for obtaining the data collected. Include the forms or manner by which it was recorded. Explain the procedures used in analyzing the data and determining the significance of the results. The following subtitles may be followed.

a. Description of Research Design: A research design is the set of methods and procedures used in collecting and analyzing measures of the variables specified in the research problem. The design of a study defines the study type (descriptive, correlation, semi-experimental, experimental, review, meta-analytic) and sub-type (e.g., descriptive-longitudinal case study), research problem, hypotheses, independent and dependent variables, experimental design, and, if applicable, data collection methods and a statistical analysis plan. A research design is a framework that has been created to find answers to research questions.

- b. Sample & Sampling Procedure:** Sampling procedures used to identify a sample that is representative of the population, meaning that the sample closely resembles the target population on all relevant characteristics. The number of participants included in the study and the means by which participants were selected.
- c. Instruments of Data Gathering:** A detailed description of the selection / construction of tools used for data gathering.
- d. Sources of Data Collection:** Refers to actual steps carried out in conducting the study. The detailed step by step procedure of data collection. Give complete information about who, what, when, where, and how the data were collected. Specify the sources of data collection in terms of primary / secondary / both.
- e. Data Treatment:** The techniques/ procedures used in analyzing the data and determining the significance of the results.

III Analysis and Interpretation of Data and Results

Describe the patterns observed in the data. Use tables and figures to help clarify the textual material, if required. Present the statistical analysis and Interpretation. Present the final results from the analysis, the hypothesis stated, and the decision about the rejection or acceptance of the hypothesis. The following may be included.

- a. Data Analysis & Interpretation:** Present the data analysis and interpretation using appropriate tables & Figures and interpret the results followed by conclusions.
- b. Major Findings:** List the final results of the study

V Discussion

Discuss the theoretical and practical applications of the study. Suggest proposals for future research in the same area. New hypotheses may be proposed. Include conclusions that reflect whether the original problem is better understood or even resolved, as a result of this study.

- a. Theoretical and Practical Implications:** List the Educational implications of the results to Teacher Education & School Education and also implications for various stakeholders.
- b. Conclusions and Recommendations:** It may include comments about the implication of the findings presented. A reflection of whether the original problem is better understood, or even resolved, as a result of this study. As an outcome of this

study provide recommendations to Policy makers and stakeholders to improve the quality of Teacher Education.

c. Suggestions for Further Research: Suggest new ideas for continuation of research in the present area based on the limitations of the present study.

C. BIBLIOGRAPHY

Include Bibliographic reference for each of the works cited. Follow APA referencing style (6th Ed.) as illustrated below:

For Books

- De Vaus, D. A. (2014). Surveys in social research. Sydney, Australia: Allen & Unwin.

For Book chapter

- McKenzie, H., Boughton, M., Hayes, L., & Forsyth, S. (2008). Explaining the complexities and value of nursing practice and knowledge. In I. Morley & M. Crouch (Eds.), Knowledge as value: Illumination through critical prisms (pp. 209-224). Amsterdam, Netherlands: Rodopi.

Journal article

- Boughton, M., & Halliday, L. (2008). A challenge to the menopause stereotype: Young Australian women's reflections of 'being diagnosed' as menopausal. Health & Social Care in the Community, 16(6), 565-572. doi: 10.1111/j.1365-2524.2008.00777.x

Webpage with an author

- Welch, N. (2000, February 21). Toward an understanding of the determinants of rural health. Retrieved from <http://www.ruralhealth.org.au/welch.htm>

Webpage with no author

- ANCI national competency standards for the registered nurse and the enrolled nurse. (2000). Retrieved from <http://www.anci.org.au/competencystandards.htm>

Newspaper article

- Bagnall, D. (1998, January 27). Private schools: Why they are out in front. The Bulletin, pp. 12-15.

Government publication

- The Health Targets and Implementation (Health for All) Committee. (1988). Health for all Australians. Canberra, Australia: Australian Government Publishing Service

D. APPENDICES:

Tables, Figures, Maps, Tools, etc., that are not totally central to the analysis form the part of this section.

Guidelines for Sponsored Research Projects

Promotion of Research in Teacher Education is one of the major activities of IUCTE Centre. Research grants is direct financial support to research projects taken up by social / Educational Researchers in addition to their normal duties in an honorary capacity. IUCTE provides grants to scholars to conduct research in various fields of Teacher Education which have a theoretical, conceptual, and methodological or policy orientation on the subject of their choice. The research projects should belong to Centre's which have been working under IUCTE Scheme.

Two categories of Research Projects: Major and Minor Research Projects are the two categories of research projects sponsored. As per the guidelines proposals are invited, scrutinized, processed and awarded every year.

General Guidelines for Research Projects and Programmes

1. General

- 1.1 The broad disciplines of the study within the domain of Teacher Education are Programme of Action (POA) for Implementation, ICT and Teacher Education, Inclusive Education, Economics of Education, Instructional Designs for implementation - Approaches /Models /Programmes /Practices, Philosophical Basis, Sociological & Psychological Bases.
- 1.2 Applications for Research Projects/Programmes are open to South Indian Nationals only.
- 1.3 Applications and Research Proposals should be in English.

- 1.4 The IUCTE reserves the right to reject any application. The IUCTE is also not Responsible for any postal loss/delays in communications.
- 1.5 The decision taken by the Expert Committee after approval by Research Committee and IUCTE will be final.
- 1.6 Limits to the Number of Projects/Programmes that can be sanctioned to an Individual Scholar: Ordinarily, an investigator will be entitled to take up only **one Research project** or programme concurrently, in which he/she is the Project Director.

1.7 Plagiarism:

- 1.7.1 Plagiarism refers to the use of another's ideas, information, language or writing, as one's own without proper citation of the original source. Even if paraphrased, summarized or otherwise use of an idea, information, interpretation or analysis from another source without citation, it is plagiarism.
- 1.7.2 Investigator should be fully aware of the rules and norms related to plagiarism. No part of the proposal or the report prepared by the Investigator should be violative of these norms. In case, the IUCTE finds that the proposal/report has been plagiarized, the IUCTE will reject the report/proposal, demand a full refund, and inform the parent institution of the Investigator to take necessary action against him/her. The scholar will also be blacklisted for applying to IUCTE for future funding under any scheme.

1.8 General Directions for Formulation and Submission of Research Projects:

- 1.8.1 The project directors shall be personally responsible for completing their projects. The grant for the project will be made available to them through an institution, which shall agree to administer and manage the finances.
- 1.8.1.1 provide accommodation and furniture required for the project;
- 1.8.1.2 make available all its research facilities, such as library, laboratory and other equipment; and
- 1.8.1.3 provide the ministerial and messengerial assistance necessary for the project.

1.8.2 The grants of the IUCTE will cover expenditure on

- 1.8.2.1 Pay of the project staff, other than the director who will be honorary. The pay of the peons will not be sanctioned as a part of expenditure on a research project. Any expenditure on this account may, however, be met out of the overhead charges

- 1.8.2.2 Travel to be undertaken in relation to the project within the country and abroad,
- 1.8.2.3 Data processing,
- 1.8.2.4 Stationery and printing of questionnaires, schedules,
- 1.8.2.5 Equipments,
- 1.8.2.6 Books and journals photo copies, etc.
- 1.8.2.7 Contingency
- 1.8.2.8 Overhead charges (Note: Retrospective payment for work already done will ordinarily not be permissible).
- 1.8.3 Research proposal submitted for funding should not be under consideration for funding by any other agency:

1.9 Sanction:

The IUCTE will issue a sanction letter in respect of every approved project. The letter will be accompanied by a copy of the approved budget by the IUCTE, No change shall be made in any of the conditions laid down in the sanction letter without the prior approval of the IUCTE.

1.10 Additional Funds:

The Institution shall not be entitled to a grant-in-aid in excess of the sanctioned amount, unless specific prior approval of the IUCTE to that effect has been obtained. The IUCTE shall accept no responsibility for any financial expenditure or liability arising out of the project except what has been specifically approved by it and conveyed to the institution through the sanction letter.

1.11 Re-appropriation:

1.11.1 The institution may re-appropriate expenditure from one sanctioned sub-head to another, subject to a maximum of 10% in either case. All such re-appropriations should be reported to the IUCTE. No re-appropriation will, ordinarily, be permitted from the amounts provided under item - Data Processing through computers.

1.11.2 Proposals for re-appropriations, which exceed 10 % of the amount sanctioned for any item, shall require the prior approval of the IUCTE.

1.12 Quarterly or Six Monthly Progress Report:

The project director will submit to the IUCTE, quarterly or six monthly progress reports of the project along with certified statement of expenditure actually incurred and an estimate of expenditure for the next quarter/six month period in the prescribed format. The statement of expenditure should be submitted quarterly, when grant is being released in quarterly installments. The release of subsequent installments will be subject to satisfactory progress of the project.

1.13 Changes in Approved Project:

The project Director shall report to the IUCTE When he/she makes Changes in the research proposal. No major change shall be made therein without the prior approval of the IUCTE.

1.14 Extension:

On a request from the project director, the IUCTE may grant extension of time to complete the project. Such extension shall ordinarily be subject to the condition that no additional grant-in-aid will be involved

1.15 Termination of Grants:

If the IUCTE is not satisfied with the progress of the project or if it finds that rules are being seriously violated, it reserves the right to terminate its grant-in-aid for the project.

1.16 Final Report:

The Project report cannot be submitted for the award of any University degree or diploma by any member of the project staff, including the project director. The IUCTE however, will have no objection if any member of the project staff utilizes the project data for this purpose.

1.17 Monitoring and Evaluation:

Evaluation and Monitoring of Research Programmes and Research Projects will be carried out by IUCTE.

1.18 Finalization of Accounts:

1.18.1 On completion of the project or annually (whichever is earlier) the institution should submit an audited statement of accounts with an utilisation certificate for the expenditure incurred on the project during the period. The arrangement of audit of accounts of the projects shall be the same as that in the institution concerned or the audit shall be done by a Chartered Accountant approved by the institution.

1.18.2 The institution shall also submit to the IUCTE a statement showing the equipment/fixed assets purchased out of the grant-in-aid with its price, along with the audited statement of accounts. For the purpose of this rule, equipment/fixed assets shall mean items costing Rs.1.00/- lakh or more.

1.19 Publication & Copyright:

- ❖ The IUCTE reserves the right to publish the final report of the research projects funded by it. If it decides to do so, the decision will be communicated to the project director.
- ❖ In all publications which are based on the projects financed by the IUCTE, an acknowledgement shall be made of the contribution of all professional staff working on the project, and also of the financial assistance received from the IUCTE, the publication should bear the following inscription:
- ❖ The project on which the present report is based was funded by the IUCTE. However, the responsibility for the facts stated, opinions expressed, and conclusions reached is entirely that of the project director/author and not of the IUCTE.
- ❖ The copyright of all publications relating to a research project (excepting those published by the IUCTE) shall vest in the author(s). The IUCTE, however, reserves the right to make use of them in any of its publications.

1.20 Right to call for information and to inspect Documents:

The IUCTE may call upon an Institution/project director to which a grant-in-aid has been sanctioned, to supply any formation or to produce any documents or books which in the opinion of the IUCTE, are necessary to satisfy it about proper utilization of the grant. It may also request the institution/or any other committee specifically appointed for the purpose, to hold an enquiry into a specific matter and submit its report to the IUCTE.

1.21 Right to Direct an Officer of the IUCTE to enquire into specific Issues

The IUCTE may, at any time depute any of its officers to inspect the accounts and other papers relevant to a grant-in-aid sanctioned to an institution.

1.22 Variations to Suit Special Cases:

Depending on the merits of the case, the IUCTE shall have the authority not to apply or modify any of the conditions laid down in these rules or to impose such additional conditions as it may deem expedient. In all such variations, however, the reasons for making the changes shall be recorded in writing.

Appendix-5

A Three Day Workshop on “Sponsored Research Proposals” (18th to 20 March 2019)

Workshop Schedule

Date	Timings	Programme
18-03-2018	9.00-09.30am	Registration
	9.30-10.20am	Inauguration Function
	10.20-10.40am	Concept paper presentation : Dr. M.S. Talawar , Director, IUCTE, RIE, Mysuru.
	10.40-11.20 am	Road map to Research in Teacher Education : Dr. Y.N. Shridhar
	11.20-11.30	Tea Time
	11.30 to 11.50am	1. Need and Significance of Research Proposals -Dr. William Dharmaraj
	11.50-1.30 pm	2. Research Format Outline : - Dr. H.M. Kasinat - Dr. Flosy Disouza ,
	1.30 to 2.00pm	Lunch
	2.00-4.00 pm	Research Format
	04.00 to 04.10pm	Tea Time
	4.10-4.30pm	Feedback on Research Format
	4.30-5.30pm	Finalization of Research Format
19-03-2018	9.00-10.00am	Dynamics of Research Reporting -Dr. G. Lokanath Reddy
	10.00-11.00am	Initiation for discussion
	11.00- 11.15am	Tea Time
	11.15- 01.00 pm	Draft Format Presentation
	01.00-1.30pm	Feedback on Draft Format

	1.30 to 2.00pm 2.00-3.00pm 3.00 to 03.15pm 3.15-4.15pm 4.15-5.30pm	Lunch Time Incorporating suggestions on Draft Format Tea Time Finalization of Format of Research Report Budget proposals-Group Discussion
20-03-2018	9.00-10.00am 10.00-11.00am 11.00-11.15 pm 11.15- 12.15pm 12.15 to 1.30pm 1.30-2.00pm 2.00-3.00pm 3.00-3.15pm 3.15-4.00pm 4.00 onwards	Identification of Unexplored areas of Research in Teacher Education. Classification of Research areas in Teacher Education Tea Time Research areas on Teacher Education Research on Special Education & Teachers Training -Dr. Amudhavalli Lunch Language aspects of Research - Dr. S.S. Patil Tea Time Valedictory Distribution of Certificates & Attendance Certificates

List of Experts

1. Dr. H.M. Kashinath

Dean of Department of Education
Dakshina Bharatha Hindi Prachara Sabha, Darwad.
Contact No : 9449973438
Email. Id : drhmkasinath@gmail.com

2. Dr. S.S. Patil

Dean, Faculty of Education
Kuvempu University
Shankaragatta, Shivamogga.
Contact No : 9482976103
Email. Id : sathvikasmitha@yahoo.com

3. Dr. William Dharmaraj

Prof. & Head Department of Education
Manonmaniyam Sundaranar University
Thirunalavalli.
Contact No : 9443195395
Email. Id : widh07@yahoo.com

4. Dr. (S.R) Flosy Disouza

St. Ann's College of Education
Mangalore.
Contact No : 9448150896
Email. Id : dsouzaflosy@gmail.com

5. Dr. Y.N. Shridhar

Department of Studies in Education
Prof. Emeritus, Manasagangothri, Mysore.
Contact No : 9845825905
Email. Id : dr.ynsridhar@gmail.com

- 6. Dr. G. LokanathaReddy**
Professor Department of Education & HRD
Dravidian University Koppam.
Contact No : 9443085415
Email. Id : glreddy1958@gmail.com
- 7. Dr. K.B. Praveena**
Associate Professor, Dept of Studies in Education
Manasagangothri, Mysuru
Mob : 9448706033
Email. Id : friendlypraveen@gmail.com
- 8. Dr. Pushpa**
Chair person, Department of Education
University of Mysore, Manasagangothri, Mysore.
Contact No : 9448343528 , 9113576970.
Email. Id : pushpamsri@gmail.com
- 9. Dr. C.S. Nagaraju**
Former Principal,
98, HIG, Group-1, KHB Colony,
Hootagalli, Belavadi post, Mysuru-570018
Contact No : 9342054478
Email. Id : csnagaraju@gmail.com
- 10. Dr. M. Govindan**
Formerly, Dean & Head
Kerala Agriculture University
Padnekat Campus, Kasargod Dist.
Contact No : 9447956003
- 11. Dr. V. Chandranna**
Professor of Education,
Regional Institute of Education, Mysuru.
Contact No : 9740579144, 8277325956, 7569280032.
Email. Id : chandrannav@yahoo.com

12. Dr. G.V. Gopal

Professor

Regional Institute of Education, Mysuru.

Contact No :9980658183

Email. Id : gopalgumma@gmail.com

13. Dr. Someshekhar . T.V.

Professor in Education,

Regional Institute of Education, Mysuru.

Contact No :9611703249, 9845941153.Email. Id : tvserie@yahoo.co.in