

Division of Educational Research
NCERT
Educational Research and Innovations Committee (ERIC)

Guidelines for submission of research proposal

A major function of ERIC is to provide financial support to faculty members working in Universities/ colleges/ research organisations/NCERT for conducting research related to school education and teacher education.

In view of National Education Policy 2020, a new set of priority areas for funding of researches under ERIC as well as for NCERT Doctoral Fellowships are proposed for consideration. The research proposals/ doctoral fellowships related to these priority areas will receive priority. Also, the priority areas will be disseminated widely through correspondence, e-mails, NCERT web-site, etc.

Approaches of Research

In order to make educational research relevant, effective, and meaningful, ERIC shall give priority to the following research approaches.

- Policy research in education
 - Development of policy concerns
 - Implementation and effectiveness of policy interventions
 - Dissemination of findings related to policy issues
- Qualitative and participatory approaches involving triangulation of methodologies
- Case studies and mixed method researches
- Inter-disciplinary, collaborative, multi-centric, and pan-Indian researches
- Collaborative action research projects involving several organisations/ agencies
- Innovations related to qualitative improvement of content and process of school education

Priority Areas of research

ERIC research will focus on various issues/ concerns highlighted by National Education Policy, 2020. The broad themes identified by NEP, 2020 are given below. These are suggestive, and not exhaustive in nature.

1. Early Childhood Care and Education

- Achieving physical and motor, cognitive, socio-emotional-ethical, cultural/artistic development as well as development of communication and early language, literacy and numeracy.
- Approaches, content and methodology of offering ECCE.
- Studies related to anganwadis and pre-primary schools collated with primary schools, and standalone pre-primary schools.
- Studies concerning “Preparatory class” or “Balavatika”.
- Toy-based pedagogy.
- Teacher training concerning ECCE.

2. Foundational Learning

- Reading, writing, speaking and numeracy skills at the foundational level.
- Implementation of NIPUN Bharat.
- Approaches and methodology of developing literacy and numeracy skills.
- Nutrition, mental health and well-being of children.

3. Curtailing dropouts and ensuring Universal Access to Education at All Levels

- Interventions to reduce dropouts and enhance universal access.
- School infrastructure.
- Teachers’ and community participation.
- Learning levels of students, particularly those belonging to Socio-Economically Disadvantaged Groups.
- Implementation of Samagra Shiksha and Right to Education Act.
- School safety.
- Alternative ways of schooling and learning.

4. Curriculum and Pedagogy in Schools

- New curriculum and pedagogy structure of 5+3+3+4.
- Ensuring holistic development of learners.
- Studies concerning core competencies.
- Implementation of experiential learning (hands-on learning, arts-integrated and sports-integrated education, story-telling based pedagogy, etc)
- Competency-based teaching and learning.
- Flexibility in choices of courses.
- Multilingualism and mother-tongue education.
- Integration of subjects, skills and capacities.
- Inclusion of Indian knowledge, culture and traditions in the teaching-learning process.
- Textbook research should focus on identifying deficiencies and removing the deficiencies.
- Value education focusing on holistic and integral development of learners.
- Holistic, 360 degree multidimensional assessment.
- Education of gifted children.

5. Teachers and Teacher Education

- Teacher autonomy, accountability and functioning.
- Continuous Professional Development of Teachers and strategies to nurture 21st century skills.
- Improving the Teacher preparation programs to gear up to the expectations of the NEP-2020 and to prepare them for post pandemic classrooms.
- Teacher preparation considering multidisciplinary and interdisciplinary settings for various stages of school education.
- Improving the quality of In-service programs.
- National Professional Standards for Teachers.
- Role and functions of Special Educators.
- Implementation and effectiveness of integrated teacher education programs.
- Structures and functioning of SCERTs, DIETs, and BITEs.

- Pedagogical Approaches for Teaching: Documentation of pedagogical practices followed in innovative schools needs to be a priority area.
 - Study of teacher selection examination in terms of content and pedagogy with respect to need and aspiration of teacher education as per NEP 2020.
 - Transfer and deployment policies of teachers in various (central and state run) schooling systems.
6. Equitable and Inclusive Education: Learning for All
- Education of socio-economically disadvantaged children (such as females and transgender persons, SC/ST/OBC/Minorities, migrants, rural and urban poor, etc.)
 - Children with disabilities or divyang.
7. School Complexes/ Clusters
- Implementation and effectiveness of school complexes
 - Accreditation system
8. Vocational Education: Preferences for vocations, vertical mobility of students from the vocational education stream to mainstream education, vocational exposure, skill labs, mobility across vocational and general education.
9. Integration of Information and Communication Technology in Education: ICT integration in school and teacher education, implementation of new technologies, technology and professional development of teachers, use of e-content in teaching-learning, disruptive technologies in school education.
10. Adult Education including life-long learning, critical life skills, vocational skills development, basic education, continuing education, volunteerism, community involvement, etc.
11. Financial literacy and intellectual property rights.

**EDUCATIONAL RESEARCH AND
INNOVATIONS COMMITTEE
(ERIC)**

Guidelines for Submission of Research Proposal

Division of Educational Research
National Council of Educational Research and Training
Sri Aurobindo Marg, New Delhi – 110016

ROLES AND FUNCTIONS OF ERIC

The National Council of Educational Research and Training (NCERT) was established in 1961 as an autonomous organization fully funded by the Ministry of Education and Social Welfare (now Ministry of Human Resource Development), Govt. of India. Research and Development, Training and Extension are three inter-woven functions of the NCERT.

One of the Principal functions of NCERT has been to undertake, promote and coordinate educational research on various aspects of school education and teacher education. In operational terms the scope of this objective is:

- ❖ To initiate, promote and direct programs and activities designed to bring about desirable changes in the educational system through research and innovations
- ❖ To promote quality in research having relevance to the educational system
- ❖ To provide and develop leadership in educational research in the country

In addition to promote educational research in its institutional networking, the NCERT has been taking measures to create and sustain interest in educational research amongst the researchers, both within the NCERT and outside. In order to promote research, a Standing Committee known as Educational Research and Innovations Committee (*ERIC*) was set up in the year 1974 with the following objectives:

- ❖ To lay down from time to time priority thrust areas in educational research
- ❖ To take such measures which are necessary to initiate, sponsor and coordinate research activities in the field of education
- ❖ To scrutinize and recommend grants to proposals related to research and innovation projects received from the constituent units of the NCERT as well as from outside agencies and individuals
- ❖ To disseminate research findings and to promote their implementation in the educational system
- ❖ To promote activities in the development of leadership and expertise in research
- ❖ To exercise proper control over the conduct of research projects and utilization of research grants
- ❖ To take such other measures as may be required from time to time to help the Council in meeting its objectives of promoting and disseminating educational research

The *ERIC Standing Committee* consists of eminent educationists from various disciplines and institutions. It comprises of eight eminent educationists nominated by President, NCERT, two Directors from SCERTs, invitees nominated by the Director, NCERT, five Heads of NIE Departments, Principals, Deans of NCERT Hqs. and Joint Directors of the Council and its constituent units. Term of a Standing Committee is for three years.

APPROACHES OF RESEARCH

In order to make educational research relevant, effective and meaningful, ERIC shall give priority to the following research approach :

- Policy Research in Education
 - Development of policy concerns
 - Effectiveness of policy issues
 - Dissemination of findings related to policy issues
- Qualitative and participatory approaches involving triangulation of methodologies
- Case Studies
- Inter-disciplinary, Collaborative, Multi-centric, and Pan-Indian researches
- Studies involving use of quantitative and qualitative approaches
- Collaborative Action Research Projects involving several agencies/organisations
- Innovations related to qualitative improvement of content and process of school education

PRIORITY AREAS OF RESEARCH

Research proposals concerning the following areas will receive priority by ERIC:

1. Curricular Areas

In the backdrop of NCF-2005, it is important that each curricular area is revisited by the researchers and probed in depth to find answers to problems related to teaching-learning of different subjects. In this context, the status and role of arts, crafts and aesthetics; health, yoga and physical education; work education and peace education also need to be examined. The linguistic diversity of India poses complex challenges but also a range of opportunities. Language teaching needs to be multilingual not only in terms of the number of languages offered to children but also in terms of the evolving strategies that would use the multilingual classroom as a resource. Issues related to language as medium of instruction and multilingualism, therefore, assume significance. Research proposals will also be welcomed in the area of comparative studies on concerns related to school education.

2. National Concerns

One of the foremost concerns is ensuring enrolment and retention of all children in the school. Commitment to Universal Elementary Education presupposes representation of cultural diversity, ensuring enrolment of children from different social and economic backgrounds with variations in physical, psychological and intellectual characteristics in the education process. In this context,

disadvantages in education arising due to inequalities of gender, caste, language, culture, religion or disabilities need to be addressed. Research related to education of the disadvantaged groups, inclusive education, gender equity, education of rural children and functioning of rural schools becomes significant in this background. Vocational education and environment education are two emerging concerns that require attention from sociological, psychological, economic and pedagogical point of view. Some other concerns in this context like psycho-social development of children, education for life skills, and education policies and practices related to school education will also receive priority.

3. Systemic Concerns

The curricular vision presented in NCF-2005 needs to be supported and sustained by systemic reforms. Important among these are the system for preparing teachers – both pre-service and in-service, system of producing textbooks and learning materials and the examination system. Integration of ICT in education as a pedagogic, administrative and monitoring tool and the related practices require extensive research for maximum efficiency within the boundaries of democracy, human dignity and freedom. Classroom processes and practices and management strategies are other useful areas of research in this context.

4. Pedagogic Practices and Learning Processes

Our current concern in curriculum development and reform is to make it an inclusive and meaningful experience for children. This requires a fundamental change concerning how we think of learners and the process of learning. Within the ambit of child centred pedagogy, research in areas like thinking and learning processes of children, pedagogic approaches of training teachers, text-analysis and text-learning dynamics becomes crucial.

5. Any other area as per NCF-2005 not covered above

* Preference will be given to the proposals having field based experience and innovations in conducting research by the Project Investigator.

GUIDELINES FOR SUBMISSION OF PROPOSAL

While the meaning and features of educational research is commonly known, the meaning and features of innovation requires clarification. ERIC recognizes development and testing of alternate methods, curricular inputs, classroom practices, management practices to improve quality and quantity of educational outcomes by individual/or a team of professionals as studies of innovation. It **also** promotes and supports research initiatives of the scholars working within the NCERT departments and its constituents. Evaluation of educational intervention by scholars who are **not** involved in the development or implementation of those interventions **will not be** encouraged. Preference will be given to those proposals, which fall within the priority areas decided by the NCERT from time to time. ERIC gives importance to research proposals developed under common design on the issues of national importance and implemented in collaborative way by institutions located in different parts of the country.

Submission of Proposal

- Research proposals by individuals/group of researchers affiliated to recognized institutions only are entertained for funding purposes. All proposals need to be routed through the respective head of the institution with a commitment to administer the funds and also be accountable for grants received from NCERT. The academic accountability rests with the faculty who initiates the proposal. ERIC designates them as Project In-charge (PI). In the case of collaborative project, the host institution should identify one faculty to work as PI.
- All research proposals have to be formulated in the enclosed format and submitted to ERIC at any time of the year along with the prescribed supporting documents (checklist enclosed).

Screening Modalities

- All proposals received will undergo internal scrutiny by the ERIC secretariat to ensure the availability of all required documents and forward the complete applications for screening.
- All proposals will be evaluated by the Screening-cum-Progress Monitoring Committee (SPMC) consisting of the experts from different areas of educational research. SPMC meets periodically to expedite the evaluation of the proposals submitted for funding. After evaluating all aspects of the proposal including the budget, the SPMC would recommend in terms of either acceptance of the proposals for funding or resubmission of the proposals after incorporating suggested revisions or rejection of the proposal. The final authority of approval for funding the recommended proposals rests with the Chairperson, ERIC.

Flow of Fund

- The sanction of the project with the budget recommended by SPMC will be communicated along with the formats for agreement between the Institution and the NCERT for discharging the obligations, and Grant-in-Aid Bill (TR-42). The competent Authority has to enter into an

agreement with the NCERT, provide breakup of the sanctioned budget into annual installments as per the requirements of the project if the project duration is more than a year and also dispatch duly filled up grant-in aid bill for the amount mentioned as first installment in the break up to enable the release of funds (not applicable to NCERT employees).

- Research grant for the project will be released in the form of annual installments, if the project duration exceeds 12 months. Second installment onwards, as the case may be, will be released subject to submission of the progress report after the completion of nine months and submission of accounts and utilization certificate at the end of 12 months from the date of the receipt of previous installment. The release of installments from second onwards is also subject to the recommendation of SPMC based on the satisfactory progress of the project. Fifteen percent of the final installment and overhead charges (wherever applicable) will be released only after submission of the final report after completion of the project and after receipt of the statement of audited accounts along with the utilization certificate by the competent authority of the Institution receiving the project grant.
- The ERIC funding *does not provide any* honorarium or salary for academic and project staff except for Junior Project Fellow (JPF) @ Rs.14,000/- (Non-NET) Rs. 16,000/- (NET) per month (consolidated).
- Furniture and durable assets are not allowed to be included in the project budget.
- Any literature, books or journals purchased under the project released funds should be deposited in the institution where the research has been conducted.
- The date of receipt of the first installment by the institution would be considered as the date of commencement of the project. The project budget will not support any expenditure incurred before the commencement of the project.
- Guidelines to appoint J.P.F. and administer funds will be supplied to the institutions whose proposals are sanctioned under ERIC modalities.

Supporting Documents

To help the speedy decisions towards funding, the following documents are required:

- i. Two hard copies as well as soft copy of the detailed proposal through email (ncertder@gmail.com) in the prescribed format (Appendix I).
- ii. The undertaking by the institution to administer the project and provide the necessary facilities and infrastructure and monitor the progress. (Appendix II)
- iii. An undertaking by the *PI* (Appendix III)
- iv. Bio-data of the Project Incharge, which also would include the date of retirement/superannuation of the PI from the institution in the case of salaried employees. (Appendix IV)
- v. In the case of proposals emanating from non- government organization, the evidence to support the status of organization in the form of registration certificate, audited annual accounts and annual reports for the past two years immediately preceding the date of submission of proposal.

Submission of Final Report

- Two copies of draft report (word processed and spiral/soft bound form) along with three copies of the summary (within 1000 words) are required to be sent.
- Draft project report will be reviewed anonymously by an expert in the field to assess the contribution of the work to the field and recommend about the suitability of making the report available in public domain. Subsequently, the PI is required to revise the draft final report and send three copies in hard bound form for further action along with soft copy.

All correspondence should be addressed to:

The Head
Division of Educational Research (DER)
National Council of Educational Research and Training
Sri Aurobindo Marg
New Delhi-110 016
Tel: 011-26563980
e-mail: ncertder@gmail.com

PROFORMA FOR FORMULATION OF RESEARCH AND INNOVATIONS PROPOSALS

1. Title of the Study/Project

It should be brief, crisp, and communicate the intent of the study.

2. Introduction

This section may focus on need of the study in the Indian context, overview of the work already done in the area and its linkage with the proposed study, and theoretical perspective (if any, to be followed). It will also include educational significance alongwith rationale of the study.

3. Objectives or Research Questions

Specific achievable objectives or the corresponding research questions may be spelt out. Hypothesis, if any, may also be spelt out.

4. Likely outcome and benefits

Likely outcome of the study and benefits in the context of school education and teacher education needs to be precisely stated.

5. Methodology

This should include the details of the research design, the modality of collecting information and also the methodology of providing meaning to the collected information.

6. Time Budgeting

The proposal must include a statement about time 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.

7. Organisational Framework

An organizational chart indicating the tasks of the PI, Co-PIs (if any), and JPF (if any) with their duration should be given.

8. 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 persons involved (Air travel not permitted).
- 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(5 per cent of the total cost of the project) admissible on production of certificate from the Institution other than NCERT
- xi. Printing of the Report
(after getting clearance from NCERT)

The head-wise budget break-up may be submitted in yearly installments.

- * Purchase of hardwares and durable assets such as almirah, furniture, computer, etc. is not admissible.

Note

The cover page of the proposal should contain names, and full addresses, telephone and fax numbers, and e-mail addresses of the PI and Co-PI.

UNDERTAKING BY THE HEAD OF THE INSTITUTION

I am pleased to forward the proposal of Shri/Smt./Ms./Dr./
Prof. _____ who is
_____ in our institution, for financial support to the NCERT.

The institution agrees to:

- Administer and manage the finance.
- Provide accommodation and furniture and other infrastructure required for the project.
- Make available all its research facilities such as library, laboratory and other requirement; and
- Provide the material and managerial assistance for the project.

If the Project Incharge of the project leaves the institution to join some other institution, after part of the sanctioned grant has been received, we would have no objection to the project being transferred to the new institution if the Project Incharge/NCERT so desires. The institution, however, shall continue to be responsible for submitting the audited statement of accounts and utilization certificate for the grant received by it, for this purpose.

The institution will facilitate the completion of the project within the stipulated time. If NCERT is not satisfied with the progress of the project, the Chairman (ERIC) may terminate the project immediately and ask for the refund of the amount received by the institution along with penal interest. The same will apply to uncompleted projects.

Date	Name & Designation (in block letters)	(Signature)
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(Office Seal)

CERTIFICATE

I certify that:

- A. I shall abide by the rules governing the scheme in case assistance is provided to me by the NCERT for the above project.
- B. In case the above research project or an allied project receives assistance from any other source, I shall inform NCERT accordingly.
- C. In case the research project is not completed in time. I will refund the whole amount along with penal interest as applicable.

Signature of the P.I.

Name of the P.I.
(in capital letters)

Date:

Place:

BIO-DATA OF THE PROJECT INCHARGE (P.I.)

1. Name of the Project Incharge :
2. a) Date of Birth :
b) Date of Retirement :
3. Institutional Address :
4. Whether recognized or not by the Government/a Registered Society under Societies Registration Act 1860 with functions pertaining to Research in school/teacher education systems (attach photocopy)
5. Department :
6. Position held and Date of Superannuation :
7. Mailing Address with Pin Code :
- Telephone No. (Off.) :
(Res.) :
(Mobile):
- Fax No. :
e-mail address :
8. Permanent Address :
9. Academic Qualifications (Degree onwards) :

Degree	Subject(s)	University/ Institution	Division/ Grade obtained	Year of passing

Any other specialized course completed (Please list above)

10. List of Publications (in the last five years)

11. Experience a) Teaching
 b) Research
 c) Any other

12. Please give below the details of project(s) completed so far:

S.No.	Title of the Project	Duration	Total cost	Source of budget support	Status of the project*

*Please indicate whether the report has been published/is to be published/is still to be completed.

13. Research project(s), if any, currently being conducted by the applicant.

14. Was this proposal submitted to any other funding agency: if so, what was the outcome?

15. Is this research being supported by any other agency or is this application being submitted elsewhere? If so, please give details. Decision about application to other agencies (including those made after the award of NCERT grant) should be reported to the NCERT as soon as available.

16. Any other information that you think is relevant for the evaluation of the proposal.

(Signature of the P.I.)

Date:

GUIDELINES FOR APPOINTMENT OF JUNIOR PROJECT FELLOW (JPF)

1. The ERIC allows the appointment of JPF depending upon the nature of research study and only for the duration of essential period. The appointment in any case would not be more than two years in normal circumstances. However, as a special case, where the tenure of the project is extended, the fellowship can be extended for a limited period (not beyond six months) with the prior approval of the Director, NCERT and after extensive evaluation of the work done by the JPF. The rates of payment, educational qualifications, procedure for selection and other aspects for the JPF may be strictly followed as per the regulations of ERIC.
2. The institutional Head where the project is located shall constitute a Selection Committee under his/her Chairmanship with the PI as convener and an expert in the academic area not below the rank of a Reader as member.

Educational Qualifications

Second class with minimum 55 per cent or B+ Grade in Post Graduate Degree in the concerned subject.

Desirable: Knowledge of computer

Age

Should be below 30 years of age. In case of female and SC/ST candidates, the age has been relaxed from 30 years to 35 years.

Fellowship Amount (consolidated)

Junior Project Fellows – Rs.16,000 (NET) Rs. 14,000/- (Non-NET) p.m. (consolidated and fixed)

Selection Procedure

The selection may be made through open selection after calling the names from local Employment Exchange, local educational institutions/universities etc.

In case of projects located at Regional Institutes of Education, Ajmer/Bhopal/Bhubaneswar/Mysore/Shillong, PSSCIVE, Bhopal, the procedure followed for internal approved PAC programmes may be followed for ERIC projects for the selection of JPF. In case of institutions other than constituent units of NCERT, an expert may be called from other Department of the University in case of project being located at the University and in case of NGO, an outside expert from local sister institution and actual local conveyance subject to the limit of one day DA of the city concerned may be paid to the expert.

Terms and Conditions for JPF

1. JPF is entitled for leave for a maximum period of thirty days per year in addition to general holidays. They are not entitled to vacation, for example, summer, winter. However, maternity leave at full rates may be given once during the tenure of her award.
2. The fellow shall not accept or hold any appointment paid or otherwise or receive any emoluments, salary, stipend, other fellowships, etc. from any other source during the tenure of the award.
3. The fellowship may be terminated at any time without assigning reasons and NCERT's decision in this regard shall be final.

GUIDELINES ON FINANCIAL ASPECTS

1. Agreement Bond and TR-42 may be sent after the issue of sanction so that the money may be released.
2. Agreement Bond of appropriate value should be purchased in favour of Head of the Institution/Registrar of the concerned university as the case may be.
3. Agreement Bond should be signed by the Head of the Institution / Registrar of the concerned university.
4. Reappropriation of expenditure from one sanctioned subhead to another is generally not permitted. Only in exceptional situations, the Head of the concerned Institution may allow minor adjustment upon satisfying the genuineness of the change required in the interest of the research study.
5. Audited accounts and utilization certificate for each instalment will be sent by the Head of the Institution. In case of universities, the accounts may be submitted by the Auditor or Finance Officer. In case of NGO, the accounts should be audited by the Registered Chartered Accountants. Subsequent instalments will be released only after the previous ones are settled and also on submission of detailed progress report of the work done for a period of nine months which will be placed before the Screening-cum-Progress Monitoring Committee for consideration.
6. Purchase of hardware and other capital goods and furniture is not permissible from project funds. However, research equipments and facilities (if needed) may be hired.
7. Books and Journals, if any, purchased out of the grant on completion of the project should be retained by the concerned institution and a certificate to this effect from the Head of the Institution may be sent to the NCERT.
8. No additional money will be sanctioned after submission of the final report of the project.
9. JPF fellowship money cannot be re-appropriated to any other head and cannot be utilized for any other purpose.