

Disclaimer

The abstracts displayed here are submitted by SCERTs/DIETs and NCERT constituent units. It is only for dissemination of the abstracts of completed research studies for wider use. The concepts, methodology, outcomes/results, implications, etc. given in the abstracts are expressed by the authors only. The Division of Educational Research and/or NCERT will not be responsible for any discrepancies.

**Cluster/SMC/Safety/Complex/ Decentralization
Research Abstract**

1. Theme/Subject:	Cluster/SMC/Safety/Complex/ Decentralization
2. Stage of Education:	All Stages
3. Topic of Research:	Need Assessment for Promoting a Culture of Educational Research through Interaction with State and District-level bodies (North-Eastern Region)
4. Name and Address of the Investigators(s) with email:	Prof. Poonam Agrawal profdrpoonam@gmail.com
5. Name of the Institution where the Research was conducted	NCERT
6. Category: (Research study/ Action research/ Other)	Research Study
7. Language of Research Report:	English
8. Year of Completion:	2016
9. Published/Unpublished:	Unpublished
10. Introduction:	<p>NCERT is mandated to provide research-based policy interventions in the area of school education and teacher preparation. NCERT, besides taking up research and innovation projects through its various constituent units, also provides a template for educational research in school education to scholars and researchers throughout the country. The objectives are to enhance and sustain interest of researchers in school education; promote quality research having relevance to national priorities and mandate of NCERT; and build research base for policy interventions and quality improvement. For this, through the Division of Educational Research (DER), NCERT provides academic as well as financial support. It also has a responsibility for the capacity building in research and innovations. For these efforts to be more fruitful and realistic, it will be worthwhile to assess the extent and level of research at the state/district level structures e.g., SCERTs, DIETs, CTEs and IASEs and identify the areas of support NCERT can provide to enhance the culture and capacity of research in these institutions. Good quality research from these institutions also needs to be brought out on a national platform by encouraging their faculty to write good papers and publish them. To find realistic solutions, a strong culture for research and innovations needs to be inculcated and supported at various levels with an approach to enhance relevance</p>

and effectiveness of educational research. To achieve this goal, the present project was envisaged to be taken forward.

11. Objectives:

- To collect information from State/District Level educational bodies regarding their research capacity and research activities/ projects taken/ projects completed in the last five years.
- To assess their needs in facilitation of educational research.
- To work out plan(s) for facilitation.

12. Methodology:

- Questionnaires were developed to collect information from SCERTs, DIETs, CTEs and IASEs with respect to their research infrastructure, research activities and projects taken/completed in a specified timeframe i.e., at least 5 years.
- Information was also collected on the academic requirements of these bodies for strengthening/updating their research capacities.
- Thereafter regional meetings were planned to be held for interaction/discussion for identification of needs from SCERTs and selected DIETs, CTEs and IASEs.
- During interaction meetings, an attempt was made, through Group Work, to chalk out plans for facilitation according to specific requirements. Accordingly, questionnaires were sent to collect information from SCERTs, DIETs, CTEs and IASEs in all the seven North Eastern states.
- A regional meeting for interaction and development of state specific plans for facilitation of educational research was held in the month of March, 2015. The findings and the proceedings of the meeting were compiled and a report was prepared accordingly for its wider reach and dissemination.

13. Findings:

- There are wide variations in the staff availability in SCERTs and DIETs. For example, SCERT, Manipur is better in staff positions than Arunachal Pradesh. In the research infrastructure also such variations are evident, while in some SCERTs, e.g., in Manipur, Nagaland, separate research wings exist but many others have no such systems. SCERT, Assam, has made some informal arrangements for conducting research.
- One private College of Education, in Nagaon, Assam, is reported to be having a separate research wing. But due to lack of funding this seems to be of limited use only.

- This is evident from this study that SCERTs having a separate research wing are doing relatively better, for example, Arunachal Pradesh having no separate research wing took only one research project in five years while SCERTs of Manipur and Nagaland having a separate research wing have reported to have taken nine and sixteen projects in the same period, respectively.
- SCERT Assam, which has made some informal but good arrangements for research, has also done better. SCERT, Mizoram has no research wing and despite having a good number of faculty members has taken no research projects.
- However, taking collaborative research work amongst themselves will also be quite beneficial for identification of problems in education in the North East and finding innovative workable solutions.
- The state wise plans that were developed during the regional meeting will serve to be useful for planning training programs, fund support etc.

14. Implications:

Recommendations for improving status of Research in North Eastern States:

- Review the staff position.
- There should be a well-staffed research wing in the SCERT, with clear mandate and earmarked, timely funding for research.
- Research infrastructure needs to be given attention, but once developed must be fully utilized.
- There should be a well-defined mechanism for identification of research projects and training needs, not only in SCERTs but also in DIETs and CTEs.
- There should also be a provision of training and funding private CTEs for developing research culture, proper monitoring, however, is necessary.
- After training there should be hand holding to ensure that need based projects are taken up, timely completed and findings get duly placed in the system so that training is not wasted.
- Collaborative research projects, including those with focus on policy research, should be encouraged.
- The research findings should be well documented and disseminated. These should also be utilized for policy planning.

15. Abstract Prepared /Submitted By: Dr. Huma Kayoom

Official Address: DGS, NCERT

Email: homa2527@gmail.com

16. **Keywords:** Need assessment, district level bodies, SCERTs, DIETs, CTEs and IASEs