



11. Guidelines for Research Projects





11. Guidelines for Research Projects

11.1. Introduction

Centre of Research is established to undertake researches for holistic development of a child so that every child can be understood in endowed spirit and supported to become the best to his or her inherent potential. It incorporates various departments focusing on research. The Centre has to facilitate the eco-system to promote researches for holistic development of a child. Centre also aims to develop a nurturing environment to enhance students' creativity and innovative culture. The Act prescribes the areas for various dimensions of child development. Centre of Research intends to issue child centric research projects. These research projects are to be allowed to carry out by regularly appointed teachers of universities and colleges to pursue research in the area of 'Holistic Development of Child'. Centre has laid down systematic guidelines to issue these research projects as to accomplish this goal of child development.

11.2. Objectives of centre of research

- 11.2.1 To conduct cutting-edge research on child development to update educational practices
- 11.2.2 To conduct researches to evolving the mechanism to support children's emotional well-being
- 11.2.3 To promote child-friendly technology and media by assessing their impact on learning and development
- 11.2.4 To collaborate with stakeholders to disseminate research findings, foster community engagement, and improve education

11.3. Eligibility criteria and selection procedure

- 11.3.1 The Children's Research University will provide financial assistance to permanent/regular faculties of Children's Research University and other than Children's Research University/Colleges faculties, who wish to undertake such project.
- 11.3.2 The Applicant can take only one project at a time. Further, the applicant is not eligible to apply if he hold any funded research project at the time of application.
- 11.3.3 The decision of Children's Research University pertaining to sanctioning the Financial Assistance shall be final and no appeal could be filed against it.

11.4. The financial assistance for this scheme


- 11.4.1 The amount of the project would be rupees twenty five thousand or more.
- 11.4.2 Committee formed for this purpose shall have power to determine the quantum of assistance for a research project in accordance with the nature of the project.
- 11.4.3 The Institute/ researcher has to propose the budget subject to the following broad expenditure sub-heads.

11.5. Heads for allocation of expenditure/ budget and guidelines

11.5.1 Heads of expenditure

Sr. No.	Heads of Expenditure	Value
1	Research Staff: Full time (Contract Base)/Part-time/Hired Services	Not exceeding 30% of the total budget.
2	Fieldwork: Travel/Logistics/Boarding, Survey Preparation or Consultancy etc.	Not exceeding 20% of the total budget.
3	Equipment and Study material: Computer, Printer, Source Material, Books, Journals, Software, Data Sets etc.	Not exceeding 30% of the total budget.
4	Contingency:	Not exceeding 5% of the total budget.
5	Research Report: Writing, Printing, Publication etc.	Not exceeding 10% of the total budget.
	TOTAL	CU will finally make it 100% of the total budget.
5.	Institutional Overheads (over and above the total cost of the project)	Affiliating Institutional overheads @ 5% of the approved budget, subject to a maximum limit of Rs.1,00,000/- as the case may be.

- 11.5.2 Project staff could be engaged by the Principal Investigator on a Full time/Part-time/Hired Service basis during the research work and the duration and consolidated monthly emoluments of their employment may be decided by the Principal Investigator within the limits of the sanctioned financial allocation and as per the Children's Research University rules.

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- 11.5.3 Research Assistant @ Approx. Rs. 25,000/- p.m. (Qualification – Post graduate in social science discipline (55%minimum) preferably with NET /M.Phil. / Ph.D.)
 - 11.5.4 Field Investigator @ Approx. Rs.15, 000/- p.m. (not exceeding 6 months) (Qualification- graduate in social science discipline with minimum 55%).
 - 11.5.5 Retrospective payment for work already done is not permissible.
 - 11.5.6 In case the help of research personal is not required, the amount sanctioned/ allotted to the head can be utilized in other head.
 - 11.5.7 Principal Investigator and research Personal shall also avail special casual leave (SPL)/on duty (OD) for field work/collection of data etc.
 - 11.5.8 The Principal Investigator may re-appropriate maximum 25 % of the recurring grant allocated under each head.
 - 11.5.9 Selection of Research Staff should be done through an advertisement and a selection committee consisting of (1) PI; (2) one subject Expert.
 - 11.5.10 All equipment and books purchased from the project fund shall be the property of the University / Institute where researcher is working.
 - 11.5.11 Expenditure towards travel has to be met out of the research grant only. No additional funds will be provided for this purpose.
 - 11.5.12 The expenditure towards engagement of any project assistant will have to be met out of this grant only.
 - 11.5.13 Principal Investigator has to submit Utilization certificate audited by Chartered Accountant at the end of the project.
 - 11.5.14 Principal investigator would be solely responsible for any Finance related aspects at any and every stage of the project.

11.6. Procedure for Release of Grants

11.6.1 The first instalment of the grant shall comprise of 40% of the grant approved by concerned committee. The grant will be released to institutional head/registrar and head / registrar will pass on to the Principal Investigator.

11.6.2 On receipt of six-month Progress Report, statement of expenditure of 1st instalment of grant, the 30% of the total grant will be released as second instalment. Remaining 30% will be released on receipt of following documents after completion of the project as a final instalment:

1. Five hard bound copies of the final report of project along with soft copy.
2. The Principal Investigator should publish atleast two research papers in a reputed journal or in the form of Books/Article/Presentation in seminar etc. from the said project. Three copies of the publication should be submitted to University in soft and printed form.
3. A consolidated head wise detailed statement of expenditure incurred during the complete project period in the prescribed proforma duly signed by the principal investigator is to be submitted.
4. A consolidated Audited Utilization Certificate for the amount actually utilized towards the project duly signed and sealed by Govt. Internal Auditor /Chartered Accountant and the Principal Investigator in the prescribed proforma is to be submitted.
5. The unutilized grant if any may be refunded immediately through NEFT/ RTGS or demand draft drawn in favour of the Registrar of Children's Research University.
6. It is mandatory to submit the Executive summary of the report, Research documents, monograph, academic papers published under Research Project for the posting on the website of the University.
7. The Principal Investigator is expected to settle the accounts immediately on completion of the project.

11.7. Tenure

11.7.1 The tenure of the project is up to two years and will not be extended except the special permission from competent authority/ committee.

11.7.2 The project may be withdrawn if the work is not considered satisfactory at any stage.

11.7.3 The effective date of implementation of the project will be mentioned in approval-cum- sanction letter.

11.8. Procedure for Approval

11.8.1 The proposals submitted by the Principal Investigator to the University will be scrutinized by the committee formed by the University. The decision of the committee would be final all respects and applicant is bound to follow all decisions.

11.8.2 The person who has applied for the project, irrespective of the designation shall not be the part of the scrutiny committee.



11.9. Procedure for monitoring progress

- 11.9.1 The awardee shall submit a mid-term progress report of the research work every 6 months from the commencement of the project.
- 11.9.2 The presentation of the progress would be done in presence of the expert committee.
- 11.9.3 The decision of the committee would be final with regards to the progress of the research work.
- 11.9.4 Final Progress report should also be submitted at the end of the project before the final Submission of research report.
- 11.9.5 On completion of the project, five copies of the final report of the project should be submitted by the awardee to the university along with an abstract.
- 11.9.6 The awardee may also mention in the research publication that the research has been sponsored by the Children's Research University.

11.10. Resignation and transfer

- 11.10.1 If any Principal Investigator resigns or transfers from his/her present post of the university to the other university/ institution before completion of the project, the project can be continued with previous employer. If the previous employer doesn't want to continue this project, it can be shifted to the new employer if competent authority/ committee of children's Research University allows and new employer accepts,
- 11.10.2 Project can be transferred on the request of the principal investigator.
- 11.10.3 No Objection Certificate should be furnished for the transfer of the project from new employer stating that necessary facilities will be provided by the Institution in which the awardee is transferred for the smooth functioning of the project.
- 11.10.4 Further the principal investigator has to submit all items purchased under the project to the university he or she belongs to.
- 11.10.5 Research work output and intellectual rights associated with the project will remain with Children's Research University.



11.11. Cancellation of the award

The grant is liable for cancellation, in case of:

- 11.11.1 If the awardee is found to be ineligible to receive the grant, at any point of time during the entire duration of the project.
- 11.11.2 If it is found that the project has been availed/is claimed by furnishing false/wrong/misleading information.
- 11.11.3 If committee gives the decision that progress of research work is unsatisfactory. twice continuously.
- 11.11.4 Violation of terms and conditions of these guidelines.
- 11.11.5 Plagiarism or unethical practices in any form.
- 11.11.6 If a Principal Investigator fails to complete the project, he/she has to give proper justifications for incomplete work. The competent authority may extend more time to complete the research work considering the justification of Principal Investigator.
- 11.11.7 Failing to complete the project, Principal investigator has to refund the project funds to the funding University.
- 11.11.8 If any fund remains unutilized after completion of the project, Principal Investigator has to refund it to the university.
- 11.11.9 University competent authority may assign incomplete project to someone else too.



FORMAT FOR SUBMISSION OF PROPOSAL FOR RESEARCH PROJECTS

1. Title of the proposed Research: _____
2. Impact/ thrust area of Research _____
3. Duration (months): _____
4. Detail of Principal Investigator
 1. Name:
 2. Gender: M/F/ Other
 3. Date of Birth:
 4. Category: (GEN/SC/ST/OBC)
 5. Qualification:
 6. Designation:
 7. Address: Office:

Residence:
Email/Phone:
5. Name of the Institution where the project will be undertaken:
 - (a) Department:
 - (b) Centre:
 - (c) College
 - (d) Institution
6. Teaching and Research Experience of Principal Investigator:
 - (a) Teaching experience: UG _____ Years, PG _____ Years
 - (b) Research experience:
7. Publication:
 - (a) Papers Published:
 - (b) Books Published:
(Please enclose the list of papers and books published and/or accepted during last five years)

PART – B
Proposed Research Work


8. Proposed Research Work:
- I. Title of the Research Proposal:
 - II. Abstract (approx. 300 words)
 - III. Introduction of the Proposed Study (approx. 400 words)
 - IV. Major Research Work Reviewed: 1) International and 2) National. Not less than 15 to 20 important works (approx. 600 words)
 - V. Identification of Research Gap (approx. 300 words)
 - VI. Objectives of the Proposed Study (approx. 200 words)
 - VII. Variables under the study
 - VIII. Major Research Questions/Hypotheses (approx. 200 words)
 - IX. Proposed methodology for the research work (approx. 400 words) (Method of Research, Population, sample, Tool, data collection and analysis etc..)
 - X. Relevance of the proposed study for policy making/ Children's University and society (approx. 150 words)
 - XI. Delimitations of the study
 - XII. Duration Proposed (months): -
Milestones set (Detail of the work) for each successive quarter of the study (100 words):

Quarter 1/ Term (3 Months)	Quarter 2/ Term (3 Months)
Quarter 3/ Term (3 Months)	Quarter 4/ Term (3 Months)

9. Total Grant expected under the scheme (in Rs.): -

Financial Assistance required

Item	Estimated Expenditure
Research Staff: Full time (Contract Base)/Part-time/Hired Services	Not exceeding 30% of the total budget.
Fieldwork: Travel/Logistics/Boarding, Survey Preparation or Consultancy etc.	Not exceeding 20%
Equipment and Study material: Computer, Printer, Source Material, Books, Journals, Software, Data Set etc.	Not exceeding 30%
Contingency:	Not exceeding 5%
Research Report: Writing, Printing, Publication etc.	Not exceeding 10%
TOTAL	CU will finally make it 100%
Institutional Overheads (over and above the total cost of the project)	Affiliating Institutional overheads @ 5% of the approved budget

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10. Details of the any other project/scheme completed or ongoing.
 11. Any other information applicant may like to give in support of this proposal

To certify that:

1. General physical facilities, such as furniture/space etc., are available in the Department/College.
2. I shall abide by the rules governing the scheme in case assistance is provided to me from the University for the above Project.
3. I shall complete the project within the stipulated period. If I fail to do so and if the University is not satisfied with the progress of the research project, the University may terminate the project immediately and ask for the refund of the entire amount released by the University.
4. The above research Project is not funded by any other agency.

Signature of Principal Investigator

Head of Institution

(Seal)



9.
Areas pertaining to the ‘Tool Construction’ derived

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Reinventing Areas of Test Construction

Sr. No.	Subject
1.	0 થી 3 વર્ષના બાળકો માટે વય અનુસારના માઈલસ્ટોન પર બાળકોનો દેખાવનો માપદંડ
2.	0 થી 3 વર્ષના બાળકો માટે ચાઈલ્ડ ડેવલોપમેન્ટ બેટરી (ભાષાકીય વિકાસ, શારીરિક વિકાસ, સામાજિક અને સાંવેગીક વિકાસ, માનસિક વિકાસ)
3.	Temperament and Atypical Behaviour Scale for 11 to 71 month
4.	Test of Early Communication and Emerging Language for 2 weeks - 24 months
5.	Evaluating Acquired Skills in Communication 3 month - 6 years
6.	Autism Diagnostic Observation Schedule for 1 to 18 years
7.	1 થી 3 વર્ષના બાળકો માટે મોટા સ્નાયુના વિકાસ માપન કસોટી (ટેસ્ટ ઓફ ગ્રોસ મોટર ડેવેલોપમેન્ટ)
8.	1 થી 3 વર્ષ માટે શિશુ સમગ્ર સ્વાસ્થ્ય પ્રોફાઇલ
9.	2.5 વર્ષના બાળકો માટે શાળા તત્પરતા સખજતા માપદંડ
10.	2.5 થી 5 વર્ષના બાળકો માટે પ્રારંભિક શિક્ષણ શિક્ષક પ્રાવીણ્ય માપદંડ (Teaching proficiency at early years)
11.	2 વર્ષના બાળકો માટે પ્રિ સ્કૂલ વોકેવબ્યુલરી ટેસ્ટ
12.	3 થી 12 વર્ષના બાળકો માટે આક્રમકતા કસોટી
13.	3 થી 18 વર્ષના બાળકો માટે શારીરિક ચુસ્તતા કસોટી
14.	2 થી 13 વર્ષના બાળકો માટે (ADHD measurement scale)
15.	Attention enhancement skill kit for children of 3 to 5 year
16.	Diagnostic Test of Attention Deficit Hyperkinetic Disorder (DT-ADHD) for 3 to 5 years
17.	3 થી 7 વર્ષના બાળકો માટે પ્રારંભિક વાંચન ક્ષમતા કસોટી (Early reading ability)
18.	3 થી 10 વર્ષના બાળકો માટે શબ્દભંડોળ કસોટી
19.	3 થી 10 વર્ષના બાળકો માટે શરમાણપણું માપદંડ
20.	Verba Learning Disability Checklist 3 to 10 years children
21.	3 થી 18 વર્ષના બાળકો માટે આઈક્યુ ટેસ્ટ (ચાર કસોટીઓ)
22.	3 થી 18 વર્ષના બાળકો માટે મોબાઈલ એડિક્શન-વીડિયો ગૈમ્સ એડિક્શન માપન માપદંડ
23.	3 થી 18 વર્ષના બાળકો માટે વિવિધ વયસ્તરના બાળકોની અગ્રપસંદગી (રમત, ગમત, વાંચન, વીડિયો સર્ફિંગ) ઓળખયાદી
24.	Kinetic Drawing System for Family and School for 3 to 18 years

Sr. No.	Subject
25.	Learning Disability Battery for 3 to 10 years Children
26.	Autism Spectrum Disorder Questionnaire for 3 to 5 years
27.	Social Maturity Scale for 3 to 10 years children
28.	પ્રીપેરટરી સ્ટેજના બાળકો માટે આહાર ટેવ સંશોધની
29.	6 થી 11 વર્ષના બાળકો માટે ગાણિતિક પ્રવાહિતા અને કેલ્ક્યુશન કીટ
30.	ઘોરણ 5 અને ઘોરણ 8ના બાળકો માટે પાયાની ગાણિતિક સંકલ્પના કસોટી
31.	4 થી 6 વર્ષના બાળકો માટે વિઝ્યુઅલ મોટર ઈન્ટીગ્રેશન કસોટી
32.	4 થી 18 વર્ષના બાળકો માટે એકાગ્રતા માપન સંશોધની (ધ્યાન વિચલન દર)
33.	5 થી 14 વર્ષના બાળકો માટે અધ્યયન અક્ષમતા પરીક્ષણ સંશોધની
34.	Child Symptom Inventory for 5 - 12 years
35.	Children's Manifest Anxiety Scale for 6 - 19 yrs
36.	Scales for Assessing Academic Stress for children of 7 to 18 years
37.	8 થી 13 વર્ષના બાળકો માટે પીકચર રીડિંગ એન્ડ ઈન્ટરપ્રિટેશન ટેસ્ટ
38.	Children's Measure of Obsessive - Compulsive Symptoms 8 to 19 years
39.	E- Learning Attitude Scale up to 12 years
40.	Screening and Diagnostic Test of Dyslexia for 9 - 12 years
41.	Social Competence and Behaviour Evaluation scale, Preschool Edition Basic Scales Depressive - Joyful - Anxious Secure Angry - Tolerant Isolated - Integrated Aggressive - Calm Egotistical - Prosocial Oppositional - Cooperative Dependent - Autonomous
42.	મિડલ સ્ટેજના બાળકો માટે પંચકોષ સંતુલન સંશોધની : (પાંચ કસોટી)
43.	મિડલ સ્ટેજના બાળકો માટે વાંચન અર્થગ્રહણ કસોટી - ગુજરાતી
44.	મિડલ સ્ટેજના બાળકો માટે વાંચન અર્થગ્રહણ કસોટી - હિન્દી
45.	મિડલ સ્ટેજના બાળકો માટે વાંચન અર્થગ્રહણ કસોટી - સંસ્કૃત
46.	મિડલ સ્ટેજના બાળકો માટે વાંચન અર્થગ્રહણ કસોટી - ઈંગ્લિશ
47.	મિડલ સ્ટેજના બાળકો માટે શ્રવણ અર્થગ્રહણ કસોટી - ઈંગ્લિશ
48.	મિડલ સ્ટેજના બાળકો માટે શ્રવણ અર્થગ્રહણ કસોટી - ગુજરાતી
49.	મિડલ સ્ટેજના બાળકો માટે શ્રવણ અર્થગ્રહણ કસોટી - હિન્દી
50.	મિડલ સ્ટેજના બાળકો માટે શ્રવણ અર્થગ્રહણ કસોટી - સંસ્કૃત
51.	મિડલ સ્ટેજના બાળકો માટે સેકેન્ડરી સ્ટેજના બાળકો માટે જીવન કૌશલ્ય માપદંડ

Sr. No.	Subject
52.	Test of thinking strategies for Middle stage school students
53.	Micro thinking skills test for Middle stage school students
54.	Artistic aptitude test for Middle stage school students
55.	મિડલ સ્ટેજના બાળકો માટે વૈદિક ગણિત આધારીત ગાણિતિક પ્રક્રિયા કસોટી
56.	મિડલ સ્ટેજના બાળકો માટે તેજસ્વીતા મૂલ્યાંકન માપદંડ
57.	મિડલ સ્ટેજના બાળકો માટે અધ્યયન પ્રેરણા કસોટી
58.	મિડલ સ્ટેજના બાળકો માટે સમગ્ર સિદ્ધિ કસોટી (દરેક વિષયની સિદ્ધિ)
59.	મિડલ સ્ટેજના બાળકો માટે ઘરની ભાષા કૌશલ સંશોધની-ટેસ્ટ
60.	મિડલ સ્ટેજના બાળકો માટે ઇટિંગ ડિસઓર્ડર સંશોધની
61.	મિડલ સ્ટેજના બાળકો માટે ઉચ્ચારણ સભાનતા કસોટી
62.	મિડલ સ્ટેજ અને સેકેન્ડરી સ્ટેજના બાળકો માટે મૂલ્ય માપન કસોટી - માપદંડ
63.	મિડલ સ્ટેજ અને સેકેન્ડરી સ્ટેજના બાળકો માટે વિવેચનાત્મક ચિંતન કસોટી
64.	મિડલ સ્ટેજ અને સેકેન્ડરી સ્ટેજના બાળકો માટે એસ્થેટિક સેન્સ માપદંડ
65.	મિડલ સ્ટેજ અને સેકેન્ડરી સ્ટેજના બાળકો માટે સાયન્ટિફિક ટેમ્પર માપદંડ
66.	મિડલ સ્ટેજ અને સેકેન્ડરી સ્ટેજના બાળકો માટે પ્રોબ્લેમ સોલવિંગ અને લોજીકલ રિઝનિંગ સ્કેલ કસોટી
67.	મિડલ સ્ટેજ અને સેકેન્ડરી સ્ટેજના બાળકો માટે સર્વનાત્મક ચિંતન કસોટી
68.	સેકેન્ડરી સ્ટેજના બાળકો માટે ભારતીય દર્શન અનુસાર સમગ્રતાલક્ષી સ્વાસ્થ્ય સંશોધની
69.	સેકેન્ડરી સ્ટેજના બાળકો માટે જીવનની ગુણવત્તા માપદંડ
70.	સેકેન્ડરી સ્ટેજના બાળકો માટે જીવનનો અર્થ સંશોધની (ભારતીય પરિપ્રેક્ષ્યમાં)
71.	સેકેન્ડરી સ્ટેજના બાળકો માટે સામાજિકતા માપદંડ
72.	સેકેન્ડરી સ્ટેજના બાળકો માટે રેશનાલિટી સ્કેલ (તર્કનીષ્ઠા સ્કેલ)
73.	સેકેન્ડરી સ્ટેજના બાળકો માટે પ્રકૃતિ સંવેદના માપદંડ
74.	સેકેન્ડરી સ્ટેજના બાળકો માટે આહાર પોષણ અંગેની સભાનતા માપદંડ
75.	સેકેન્ડરી સ્ટેજના બાળકો માટે બાળકોમાં હતાશા માપદંડ
76.	સેકેન્ડરી સ્ટેજના બાળકો માટે ક્રિએટિવ લેંગ્વેજ એસેસમેન્ટ ટેસ્ટ (મૌખિક અને લેખિત)
77.	સેકેન્ડરી સ્ટેજના બાળકો માટે સામાજિક પ્રતિચાર કસોટી
78.	સેકેન્ડરી સ્ટેજના બાળકો માટે Science, Technology, engineering and mathematics (STEM) સંદર્ભે કસોટી
79.	16 થી 18 વર્ષ માટે વ્યક્તિત્વ માપન કસોટી

Sr. No.	Subject
80.	Study Habit Inventory for Middle stage students and secondary stage students
81.	Constructive thinking skill test Secondary stage students
82.	ભારતીય તરુણનું પ્રોફાઇલ (સમકાલીન તારુણ્યના લક્ષણોની ઓળખયાદી પરથી)
83.	તારુણ્ય સમસ્યા સંશોધની
84.	તરુણો માટે સામાજિક સંવેદનશીલતા સંશોધની
85.	તરુણો માટે સામાજિક સ્યુસાઇડલ ટેનડેન્સી ઇન્વેન્ટરી
86.	માવતર બનવા માટેની સજ્જતા માપદંડ
87.	પરેન્ટ્સ અને સેકેન્ડરી સ્ટેજના બાળકો માટે માતા-પિતા અને બાળકની પરસ્પરની અપેક્ષા સંશોધની
88.	પરેન્ટિંગ પ્રોફિક્સિયન્સી (પ્રાવીણ્ય) કસોટી - ઓળખયાદી
89.	શિક્ષકો અને માવતરોના વિવિધ વયસ્તરોના બાળકો અંગેના ખ્યાલો - ધારણાઓની ઓળખયાદી
90.	પરેન્ટિંગ સ્ટ્રેસ માપદંડ (સિંગલ અને વર્કિંગ)
91.	પરિવાર માટે ફેમિલી હેલ્થ ટેસ્ટ
92.	પરિવારનું શૈક્ષણિક વાતાવરણ માપદંડ
93.	પરેન્ટ ચાઇલ્ડ રિલેશનશીપ ઇન્વેન્ટરી ફોર પરેન્ટ્સ
94.	ગર્ભસ્થ મહિલા માટે ગર્ભવિસ્થા આહાર સભાનતા માપદંડ
95.	માવતર માટે નવજાત શિશુ આહાર સભાનતા માપદંડ
96.	માતાઓ માટે પોસ્ટ પાર્ટમ ડિપ્રેશન સ્ક્રીનિંગ સ્કેલ
97.	Family Relations Test: A Projective Test for Children
98.	Poster Charts: Tips for Parenting
99.	શિક્ષક માટે સૌંદર્ય દ્રષ્ટિ માપદંડ
100.	Assessment Tool of ECE Set Up



8. Impact Areas of Research for Children's University

8. Impact Areas of Research for Children’s University

IMPACT AREAS

Foundational State, Preparatory Stage, Middle Stage, Secondary Stage

Possibilities of Research in ‘Education and Health’

In the Children's University, research possibilities in education and health are abundant. Researchers can explore the impact of innovative educational interventions on children's learning outcomes and well-being. They can investigate the effectiveness of health promotion programs and examine the relationship between physical activity, nutrition, and academic performance. Additionally, researchers can explore the social determinants of health and educational disparities among children. The Children's University provides a unique setting to conduct interdisciplinary research that integrates education and health, contributing to holistic approaches in promoting children's overall development.

8.1. EDUCATION AND HEALTH

- 8.1.1 Physical, cognitive, socio-emotional-ethical, cultural and artistic development
- 8.1.2 Development of communication, early language, literacy and numeracy
- 8.1.3 Approaches, content and methodology pertaining to ECCE.
- 8.1.4 Studies related to Shishu Vatika, Balavatika, anganwadis, pre-primary, primary schools and standalone pre-primary schools.
- 8.1.5 Teacher training concerning ECCE.
- 8.1.6 Reading, writing, speaking and numeracy skills at the foundational level.
- 8.1.7 Digital Technology in preschool
- 8.1.8 Speaking dictionary for 1 to 3 year old child that lead to early speaking
- 8.1.9 Impact of Socio – Economic status of parents for the children’s development.
- 8.1.10 Community based issues related to child and parents
- 8.1.11 Impact of family background on child behavior
- 8.1.12 Study of holistic development of learners.
- 8.1.13 The Impact of the Learning Environment on Children.
- 8.1.14 The Importance of Family Time on Child Development.
- 8.1.15 Importance of Stories in Developing Values among Young Learners
- 8.1.16 Thematic Analysis of Action Songs prevalent in Gujarati Preschools
- 8.1.17 Nutritional status of children, Height & Weight
- 8.1.18 Health, Water, Sanitation and Hygiene
- 8.1.19 Mental health and well-being of children
- 8.1.20 Status of Malnutrition and Food Habits of Children’s from 0 to 6 Years
- 8.1.21 Study and Intervention with respect to Reading Fluency

Possibilities of Research in ‘Rate of Retention’

In the Children's University, there are research possibilities to explore the rate of retention among young learners. Researchers can investigate factors that influence the long-term retention of knowledge and skills acquired through interactive and engaging activities. They can explore different pedagogical approaches, instructional methods, and reinforcement strategies to enhance retention. By conducting research in the Children's University, researchers can contribute to the understanding of how to optimize retention in young learners and develop effective educational practices that foster long-lasting knowledge retention and application.

8.2. Enhancing Rate of Retention


- 8.2.1 Interventions to reduce dropouts and enhancing retention.
- 8.2.2 Schools infrastructure.
- 8.2.3 Teachers’ and community participation
- 8.2.4 Learning levels of students, particularly those belonging to Socio-Economically Disadvantaged Groups.
- 8.2.5 Schools safety.
- 8.2.6 Meta Analysis
- 8.2.7 Alternative ways of schooling and learning.
- 8.2.8 Transition Gap and School Dropout Ratio

Possibilities of Research in ‘Curriculum and Pedagogy’

In the Children's University, research possibilities in curriculum and pedagogy for school education are extensive. Researchers can explore innovative curriculum designs, teaching methods, and assessment strategies tailored for young learners. They can investigate the impact of interactive and experiential learning approaches on student engagement and academic achievement. Additionally, researchers can examine the integration of technology, arts, and interdisciplinary approaches in the curriculum. By conducting research in the Children's University, researchers can contribute to advancing effective curriculum and pedagogical practices that enhance the educational experiences of young learners.

8.3. Curriculum and Pedagogy for School Education

- 8.3.1 Implementation of experiential learning (hands-on learning, arts-integrated and sports-integrated education, story-telling based pedagogy, etc)
- 8.3.2 Competency-based teaching and learning.
- 8.3.3 Multilingualism and mother-tongue education.
- 8.3.4 Integration of subjects, skills and capacities.
- 8.3.5 Inclusion of Indian knowledge, culture and traditions in the teaching-learning process.
- 8.3.6 Textbook research should focus on identifying deficiencies and removing the deficiencies.
- 8.3.7 Value education focusing on holistic and integral development of learners.

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- 8.3.8 Holistic, 360 degree multidimensional assessment.
 - 8.3.9 Education of gifted children.
 - 8.3.10 Parenting style
 - 8.3.11 Family's Educational Environment
 - 8.3.12 Age wise Vocabulary and reading Fluency
 - 8.3.13 Learning disabilities
 - 8.3.14 Learning style
 - 8.3.15 Active Learning Approach
 - 8.3.16 Participatory Pedagogy
 - 8.3.17 Children's language development
 - 8.3.18 Creativity
 - 8.3.19 Children's literature
 - 8.3.20 Child development process
 - 8.3.21 Interest in animation
 - 8.3.22 Indian Music
 - 8.3.23 Dance
 - 8.3.24 Art
 - 8.3.25 Mother infant bonding, parenting, siblings relation, prosocial behavior of child
 - 8.3.26 Impact of toys on socialization, language & Personality Development
 - 8.3.27 Correlational study of toys, Games, Cartoons, Film & Video
 - 8.3.28 Development of age specific toys & games
 - 8.3.29 Online and Offline Survey of toy market
 - 8.3.30 Vocational skills in Education
 - 8.3.31 Media Literacy
 - 8.3.32 Learning Style

Possibilities of Research in 'Teachers' Training'

In the Children's University, there are research possibilities in teacher training. Researchers can investigate the effectiveness of training programs and interventions for educators working with young learners. They can explore different approaches to enhance teaching skills, pedagogical knowledge, and classroom management strategies. Additionally, researchers can examine the impact of mentorship, professional development, and support systems on teacher effectiveness and student outcomes. By conducting research in the Children's University, researchers can contribute to improving the quality of teacher training programs and supporting the professional growth of educators working with young learners.

8.4. Teachers Training

- 8.4.1 Mental state of child going to school regularly and not going regularly
- 8.4.2 Mental status of a child brought up in a religious environment in relation to other children
- 8.4.3 Continuous Professional Development of Teachers
- 8.4.4 Integration of ICT in Child Education
- 8.4.5 Contribution of street-sports to physical development of children
- 8.4.6 Child Related issues and thrust areas
- 8.4.7 Ensuring Child Rights
- 8.4.8 Gender Equality
- 8.4.9 Right to be protected from physical and sexual abuse
- 8.4.10 Right to be protected from dangerous drugs
- 8.4.11 Right to education
- 8.4.12 Right to learn
- 8.4.13 Right to relax and play
- 8.4.14 Right to all forms of development – emotional, mental and physical
- 8.4.15 Comparative study on rural urban child development
- 8.4.16 Effect of traditional beliefs on child's psyche during childhood

Possibilities of Research in ‘Testing and Evaluation’

In the Children's University, research possibilities in testing and evaluation are diverse. Researchers can explore innovative assessment methods and techniques that are suitable for young learners. They can investigate the validity and reliability of different evaluation tools, such as performance-based assessments or formative assessment strategies. Additionally, researchers can examine the impact of assessment practices on learning outcomes and instructional practices. By conducting research in the Children's University, researchers can contribute to improving testing and evaluation practices, promoting accurate and meaningful assessment of young learners' progress and achievements.

8.5. Testing and Evaluation

- 8.5.1 Removing examination fear, providing on demand online examination;
- 8.5.2 Replacing the test of memory by the test of comprehension
- 8.5.3 Organizing tests for development of:
 - 1. Personality
 - 2. Sterling qualities of character and value oriented and skill oriented
 - 3. development; and
 - 4. Organizing tests of physical fitness
 - 5. Developing Standardized Tool to Access Multidimensional Development of Children
 - 6. The effect of a quarrelsome environment in the home on the child's brain
 - 7. Impact of losing a parent at a young age on a child
 - 8. Impact of Technological Educational Tools on Child Brain
 - 9. Campaign for RTE Norms implementation
 - 10. Multiple Intelligence
 - 11. Open Book Exam
 - 12. Analysis of Basic Maths and Standard Maths in Backward Area (Age:14-16 Years)
 - 13. Analysis of Advance Maths and Ancient Maths (Age:8-15 Years)
 - 14. Research in Vedic Maths
 - 15. Panchkosha
 - 16. Open Web Examination and Instruction
 - 17. Threats of emerging AI solutions

Possibilities of Research in 'Toy Innovations'

In the Children's University, there are exciting research possibilities in toy innovations. Researchers can explore the design and development of innovative toys that promote learning, creativity, and child development. They can investigate the impact of different toy features, materials, and technologies on children's engagement, cognitive skills, and social interactions. Additionally, researchers can examine the role of play in child development and the effectiveness of educational toys. By conducting research in the Children's University, researchers can contribute to advancing the field of toy innovations and enhancing children's play experiences and developmental outcomes.

8.6. Toy Innovations

- 8.6.1 Understand the impact of play patterns, the role of toys and plays on Children for holistic development at different ages
- 8.6.2 Design and develop Child friendly campus, Toy Library and Toy Museum to promote research work, Toy Testing Laboratory.
- 8.6.3 Impact of toys on Socialization among children
- 8.6.4 Creating awareness of children's protection rights
- 8.6.5 Establishment of child friendly spaces
- 8.6.6 Use of toy as a child therapy - child-centered play therapy
- 8.6.7 Designing of toys for Play and Learn
- 8.6.8 Play-centric learning, Creative learning
- 8.6.9 Toy Based Pedagogy
- 8.6.10 Neuroscience & Education
- 8.6.11 Toy making and joyful learning

Possibilities of Research in 'Student Start-up' (School)

In the Children's University, research possibilities in student start-ups are intriguing. Researchers can explore the entrepreneurial mindset, skills, and motivations of young students. They can investigate the factors that contribute to the success of student start-ups, including mentorship, resources, and support systems. Additionally, researchers can examine the impact of entrepreneurial education and experiences on students' personal development and career readiness. By conducting research in the Children's University, researchers can contribute to understanding and nurturing the entrepreneurial potential of young students, fostering their innovative thinking and entrepreneurial spirit.

8.7. Student Start Up -(School)

- 8.7.1 Establishing Balbhavans and Children's Theatre
- 8.7.2 Role of Internet to Gear up Start Ups
- 8.7.3 The modern entrepreneurship theories and conceptualizations
- 8.7.4 Entrepreneurial decision-making.
- 8.7.5 Entrepreneurial finance.
- 8.7.6 Social entrepreneurship.
- 8.7.7 Economics of entrepreneurship.
- 8.7.8 Methodological advances in entrepreneurship research.
- 8.7.9 New venture creation.
- 8.7.10 New venture growth and failure.
- 8.7.11 Child entrepreneurs
- 8.7.12 The role and significance of entrepreneurship education
- 8.7.13 Impact of Gender on Entrepreneurial skill
- 8.7.14 The psychology techniques entrepreneurs use to get on top of stressful situations
- 8.7.15 Social impacts: energy, natural resources, science, child technology for development of toys & various technology based instruments for social needs.
- 8.7.16 Developing Package for Teaching entrepreneurship to children.

INSTRUCTIONS FOR SUBMISSION OF THE RESEARCH PROPOSAL - “Tool Construction”

1. Email ID for ‘Research Project on Tool Construction :- researchtool@cugujarat.ac.in
2. Last date to email the detailed proposal:- 04/04/2024
3. Last date to send Hard copy of the detailed proposal:- 04/04/2024
4. Number of hard copies to be sent: - 3 copies
5. Language of the detailed research proposal: - English (preferable), Hindi & Gujarati
6. Funding limits: Rs. 25000/- to Rs. 200000/- (Final decision of funding would be as decided by university committee)
7. Please clearly mention following details on the envelop then you post the hard copy of the proposal.

<i>‘Research Project on <u>“Tool Construction”</u>’</i>
To HOD Dept of Testing & Evaluation Children’s Research University Subhash Chandra Bose Shikshan Sankul Near Rajbhavan, Chh-5 Sector 20 Gandhinagar PIN 382021 Gujarat Name and Address of the Applicant: _____

8. Decision of the University would be final at every level of the research project.

INSTRUCTIONS FOR SUBMISSION OF THE RESEARCH PROPOSAL - “Holistic Child Development”

1. Email ID for ‘Research Project on Holistic Child Development:- hod.rss@cugujarat.ac.in
2. Last date to email the detailed proposal:- 04/04/2024
3. Last date to send Hard copy of the detailed proposal:- 04/04/2024
4. Number of hard copies to be sent: - 3 copies
5. Language of the detailed research proposal: - English (preferable), Hindi & Gujarati
6. Funding limits: Rs. 25000/- to Rs. 200000/- (Final decision of funding would be as decided by university committee)
7. Please clearly mention following details on the envelop then you post the hard copy of the proposal.

Research Project on “Holistic Child Development”

To
HOD
Department of Research in Social Science
Children’s Research University
Subhash Chandra Bose Shikshan Sankul
Near Rajbhavan, Chh-5
Sector 20
Gandhinagar PIN 382021
Gujarat
Name and Address of the Applicant: _____

8. Decision of the University would be final at every level of the research project.