



Office of the principal GOVERNMENT COLLEGE OF EDUCATION



Institute of Advanced Studies in Education

CLUSTER UNIVERSITY, SRINAGAR

Maulana Azad Road Srinagar (J&K)

(NAAC RE-ACCREDITED GRADE "A" (CGPA 3.24))

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Research Policy

1. Preamble:

Government College of Education / IASE is committed to fostering a vibrant and sustainable research culture that advances the vision of quality teacher education and aligns with the objectives of the **National Education Policy (NEP) 2020**. The institution recognizes research as a cornerstone of academic excellence, innovation, and evidence-based practice in education. It serves as a foundation for informed policy development, community engagement, and the professional growth of educators and learners alike.

Research at the College is not viewed as an isolated academic pursuit but as an integrated process that strengthens teaching, learning, and institutional development. By embedding research into its academic programs, the College seeks to cultivate critical inquiry, reflective practice, and scholarly contributions that address local, national, and global educational challenges.

In keeping with this vision, research activities are systematically integrated into:

- **M.Ed. Programme**
- **IG B.Ed.–M.Ed. Programme**
- **M.A. Education Programme**
- **Four-Year Undergraduate Programme with Research in Education (as per NEP 2020)**
- **Ph.D. in Education (commencing Session 2026)**

2. Vision:

The vision of the Government College of Education / IASE is to cultivate a dynamic, ethical, and inclusive research culture that advances knowledge creation, critical inquiry, and innovation in education. The institution aspires to position itself as a hub of scholarly excellence where research informs both theory and practice, strengthens teacher education, and contributes to meaningful community impact.

This vision emphasizes:

- **Knowledge Creation:** Encouraging original and contextually relevant research that expands the frontiers of educational thought.
- **Critical Inquiry:** Promoting reflective, analytical, and evidence-based approaches to address pressing educational challenges.

- **Innovation:** Supporting creative methodologies, interdisciplinary collaboration, and the application of emerging technologies in research.
- **Community Impact:** Ensuring that research outcomes benefit schools, communities, and policymakers, thereby bridging the gap between academia and practice.
- **Regional and National Relevance:** Grounding research in the socio-cultural realities of Jammu & Kashmir while contributing to national educational priorities under NEP 2020.

Through this vision, the College seeks to nurture educators and researchers who embody integrity, intellectual curiosity, and a commitment to advancing education for social transformation.

3. Objectives:

The Research Policy of Government College of Education / IASE seeks to achieve the following objectives in alignment with NEP 2020 and the institution's vision for quality teacher education:

- **Embed Research Across Academic Levels:** Integrate research systematically into undergraduate, postgraduate, and doctoral programs to cultivate inquiry-based learning and scholarly engagement at every stage of academic progression.
- **Strengthen Research Capacity:** Build the research competencies of faculty and students through training, mentorship, workshops, and collaborative projects, thereby enhancing methodological rigor and innovation.
- **Promote Scholarly Dissemination:** Encourage publication of research in high-quality, peer-reviewed journals, edited volumes, and conference proceedings, while also supporting dissemination through seminars, symposia, and community outreach.
- **Encourage Interdisciplinary and Action Research:** Foster research that bridges disciplines and addresses real-world educational challenges, particularly those relevant to the socio-cultural and educational contexts of Jammu & Kashmir, while contributing to national and global discourse.
- **Ensure Ethical Rigour and Academic Integrity:** Uphold the highest standards of research ethics, transparency, and accountability, ensuring adherence to quality benchmarks, proper citation practices, and respect for intellectual property.

4. Applicability:

This Research Policy applies to all individuals and groups engaged in research activities under the auspices of the Government College of Education / IASE. It provides guidance, standards, and expectations for diverse stakeholders to ensure consistency, quality, and integrity in research practices. Specifically, the policy applies to:

- **Faculty Members:** Permanent, contractual, and visiting faculty who undertake research projects, supervise student research, or collaborate in institutional and external research initiatives.
- **Research Scholars (Ph.D.):** Doctoral candidates enrolled in the Ph.D. in Education program (commencing Session 2026), who are expected to adhere to the highest standards of academic integrity, methodological rigor, and ethical conduct.
- **Postgraduate Students:** Learners enrolled in M.Ed., Integrated B.Ed.–M.Ed., and M.A. Education programs, where research forms an essential component of coursework, dissertations, and field-based projects.

- **Undergraduate Students:** Participants in the Four-Year Undergraduate Programme in Education with Research (as per NEP 2020), who are introduced to inquiry-based learning and guided research practices at the foundational level.
- **Collaborators and Visiting Researchers:** External scholars, institutional partners, and visiting academics who engage in joint research projects, contribute to knowledge exchange, or collaborate with faculty and students of the College.

By clearly defining its applicability, the policy ensures that all stakeholders internal and external-operate within a shared framework of ethical responsibility, academic rigor, and commitment to advancing educational research.

5. Research Governance Structure:

To ensure effective planning, monitoring, and ethical conduct of research, the Government College of Education / IASE establishes a structured governance framework comprising advisory and ethics committees. These bodies provide oversight, guidance, and accountability for all research activities.

5.1 Research Advisory Committee (RAC):

The **Research Advisory Committee (RAC)** serves as the central body for research planning, quality assurance, and institutional guidance. It ensures compliance with prevailing UGC and University regulation governing research programs and provides strategic direction for research development.

Functions of RAC:

- **Recommend Research Guides and Supervisors:** Identify and approve qualified faculty members to supervise research scholars and student projects.
- **Approve and Monitor Research Proposals:** Review research proposals for methodological soundness, feasibility, and alignment with institutional priorities.
- **Guide Methodologies:** Provide feedback on research design, tools, and analytical approaches to strengthen rigor and validity.
- **Recommend Facilities and Collaborations:** Advise on institutional support, funding opportunities, and external collaborations to enhance research capacity.
- **Review and Update Priorities:** Periodically assess and revise institutional research priorities to remain responsive to emerging educational challenges and policy directions.

5.2 Institutional Research Ethics Committee (IREC):

The **Institutional Research Ethics Committee (IREC)** safeguards ethical standards in all research involving human participants. It ensures that research practices uphold privacy, safety, informed consent, and risk minimization before any data collection begins.

Ethical Standards of IREC:

- **Mandatory Ethical Clearance:** All research involving human participants must receive prior approval from IREC.
- **Anti-Plagiarism Checks:** Every dissertation, thesis, and research report must undergo plagiarism screening using recognized software to ensure originality and academic integrity.
- **Adherence to Human Subject Norms:** Researchers must follow established ethical norms, including voluntary participation, confidentiality, and respect for participants' rights and dignity.

- Strong encouragement to publish in **peer-reviewed journals**, indexed platforms, and UGC/NAAC-recognized outlets.
- Dissemination of findings through conferences, seminars, and academic networks.

7. Research Areas and Priority Themes:

The Government College of Education / IASE identifies priority research areas that reflect both institutional strengths and pressing educational needs at regional and national levels. These themes guide faculty, students, and research scholars in aligning their projects with broader academic and societal objectives.

Priority Research Areas:

- **Teacher Education and Curriculum Innovation:** Exploring new pedagogical approaches, curriculum reforms, and teacher preparation models that enhance quality and relevance in teacher education.
- **Inclusive and Equitable Education:** Investigating strategies to promote access, equity, and inclusion for diverse learners, including marginalized groups, children with special needs, and those from socio-economically disadvantaged backgrounds.
- **Early Childhood Care and Education (ECCE):**
- Focusing on holistic development during the foundational years (3–8 years), this area emphasizes play-based pedagogy, foundational literacy and numeracy (FLN), school readiness, early childhood curriculum and assessment, parental involvement, and professional development of ECCE educators, in alignment with the provisions of the National Education Policy 2020.
- **Educational Technology and AI Integration:** Studying the role of digital tools, artificial intelligence, and emerging technologies in transforming teaching, learning, and assessment practices.
- **Policy Implementation Studies:** Examining the impact of educational policies, including NEP 2020, on institutions, classrooms, and communities, with a focus on challenges and best practices in implementation.
- **Action Research in Schools and Community Contexts:** Encouraging practitioner-led research that addresses real-world problems in schools and communities, fostering immediate and practical improvements in educational practice.
- **Educational Measurement and Assessment:** Developing and validating tools for measuring learning outcomes, competencies, and educational effectiveness, with emphasis on reliability and fairness.
- **Mental Health and Wellbeing in Education:** Investigating the psychological, emotional, and social dimensions of education, including interventions to support student and teacher wellbeing.

8. Research Ethics & Integrity:

The Government College of Education / IASE is committed to upholding the highest standards of research ethics and academic integrity. All research activities conducted under the institution must adhere to principles of honesty, transparency, and responsibility, ensuring credibility and trustworthiness in scholarly work.

Core Ethical Standards:

- **Academic Integrity and Honesty:** All researchers must demonstrate originality, avoid fabrication or falsification of data, and maintain honesty in reporting findings.
- **Anti-Plagiarism Norms:** Every thesis, dissertation, and research report must undergo plagiarism checks using recognized software. Defined similarity thresholds, as per UGC/University regulations, must be strictly followed.

- **Risk Minimization:** Research designs must demonstrate safeguards against physical, psychological, or social risks to participants.

6. Programme-Wise Research Requirements:

Research is embedded across all academic levels at the Government College of Education / IASE, ensuring progressive development of inquiry skills, methodological competence, and scholarly contribution. The requirements vary by program level, as outlined below:

6.1 Undergraduate Research (Four-Year NEP Track):

Aligned with the **National Education Policy (NEP) 2020**, undergraduate students are introduced to structured research experiences that culminate in a dissertation during the final year.

Key Features:

- **Research Methodology Courses:** Formal training in research design, data collection, and analysis.
- **Minor and Major Projects:** Progressive engagement in supervised projects across semesters.
- **Final-Year Dissertation:** A substantial research study demonstrating academic inquiry and societal relevance.
- **Faculty Supervision:** Regular guidance, progress reports, and presentations to ensure quality and accountability.

6.2 Postgraduate Research (M.Ed., Integrated B.Ed.–M.Ed., M.A. Education):

M.Ed. Programme:

- Mandatory dissertation involving research design, fieldwork, and data analysis.
- **Pre-submission Colloquium:** Presentation of findings before faculty and peers for feedback.
- **Viva Voce Examination:** Oral defense of the dissertation to assess rigor and clarity.

Integrated B.Ed.–M.Ed. Programme:

- Progressive research experiences embedded throughout the program.
- Culminates in a **final dissertation** demonstrating integration of theory and practice.

M.A. Education Programme:

- Dissertation component may be **optional or mandatory**, depending on the program structure.
- Students are encouraged to undertake independent research projects to strengthen analytical and scholarly skills.

6.3 Ph.D. in Education (Commencing Session 2026):

The doctoral program is governed by **UGC and University Ph.D. Regulations**, ensuring rigor, transparency, and academic excellence.

Admission & Progress Requirements:

- Completion of coursework in research methods, academic writing, data analysis, and ethics.
- **Six-Monthly Progress Evaluation:** Regular monitoring of research progress by the Research Advisory Committee.
- **Pre-submission Seminar:** Presentation of findings prior to submission for peer and faculty review.
- **Evaluation:** External and internal evaluation of the dissertation to ensure quality and originality.
- **Research Contribution:** Requirement to produce original work with potential for publication.

Publication Standards:

- **Proper Citation and Acknowledgement:** Researchers must give due credit to all sources, references, and contributions, ensuring accurate citation practices and respect for intellectual property.
- **Digital Repository Submission:** All approved theses and dissertations must be submitted to a recognized digital repository (e.g., **Shodhganga**, where applicable) to ensure accessibility, transparency, and long-term preservation of scholarly work.
- **Ethical Conduct in Human-Subject Research:** Research involving human participants must prioritize informed consent, confidentiality, and risk minimization, in line with institutional and national ethical guidelines.

9. Research Funding & Incentives:

The Government College of Education / IASE is committed to supporting and motivating faculty, research scholars, and students in pursuing high-quality research. To strengthen the research ecosystem, the institution provides opportunities for funding, recognition, and incentives that encourage scholarly productivity and innovation.

Key Provisions:

- **Competitive Grants:** Faculty and students are encouraged to apply for competitive research grants from national and state-level agencies such as **UGC, ICSSR, NCERT, and other state bodies**, thereby enhancing institutional visibility and research capacity.
- **Seed Funding and Institutional Support:** Where feasible, the College will provide seed funding, logistical support, and access to institutional facilities to initiate promising research projects, particularly those addressing local educational challenges.
- **Recognition in Appraisal Systems:** Research publications, funded projects, and scholarly contributions will be recognized and rewarded in faculty appraisal and performance evaluation systems, ensuring that research excellence contributes to career advancement.
- **Incentives for Dissemination:** Faculty and students will be encouraged to present their work at conferences, seminars, and workshops, with institutional support for participation and dissemination of findings.
- **Collaborative Opportunities:** Incentives will be provided for interdisciplinary and collaborative research projects that strengthen partnerships with schools, universities, and community organizations.

10. Publication and Dissemination:

The Government College of Education / IASE emphasizes the importance of disseminating research findings to strengthen academic visibility, contribute to policy development, and ensure societal impact. Faculty, research scholars, and students are encouraged to share their work through recognized platforms and diverse modes of communication.

Key Provisions:

- **High-Quality Journals:** Promote publication of research articles in UGC-CARE listed journals, Scopus-indexed journals, and other peer-reviewed outlets to ensure credibility, visibility, and academic recognition.
- **Conference and Seminar Participation:** Encourage presentations at national and international conferences, seminars, and workshops, enabling researchers to engage with scholarly communities and receive constructive feedback.

- **Books, Edited Volumes, and Policy Briefs:** Support the publication of books, edited volumes, and policy briefs that consolidate research findings and provide actionable insights for educators, policymakers, and practitioners.
- **Institutional Repository:** Establish and maintain an institutional repository to archive and showcase research outputs, including theses, dissertations, articles, and reports, thereby ensuring accessibility and long-term preservation.
- **Community-Oriented Dissemination:** Facilitate dissemination of research outcomes through school-based workshops, community programs, and policy dialogues, ensuring that findings contribute directly to educational practice and development.

11. Capacity Building:

The Government College of Education / IASE, Srinagar is committed to strengthening the research competencies of faculty, scholars, and students through structured training and development initiatives.

Institutional Initiatives:

- **Workshops on Research Design and Methodology:** Regular training sessions to enhance skills in qualitative, quantitative, and mixed-method approaches.
- **Data Analysis Software Training:** Hands-on training in statistical and analytical tools such as SPSS, R, NVivo, and other relevant platforms.
- **Academic Writing and Ethics Workshops:** Capacity-building programs to improve scholarly writing, citation practices, and adherence to ethical standards.
- **Faculty and Scholar Development Programmes:** Continuous professional development opportunities, including mentorship, refresher courses, and collaborative learning forums.

12. Collaboration & Networking:

The College recognizes collaboration as a key driver of innovation and knowledge exchange.

Key Provisions:

- **Formalised MoUs:** Establish partnerships with universities, research institutions, and schools to strengthen academic and research linkages.
- **Joint Research Projects:** Encourage collaborative studies, co-supervision models, and exchange programmes to broaden perspectives and expertise.
- **Community-Oriented Research:** Promote partnerships with schools and community organizations to conduct action research that directly addresses local educational challenges.

13. Monitoring, Review & Quality Assurance:

To ensure accountability and continuous improvement, research activities will be systematically monitored and evaluated.

Mechanisms:

- **Annual Research Audit:** Comprehensive review of research projects, publications, and outputs to assess quality and relevance.
- **Performance Evaluation:** Tracking research productivity and impact at individual and institutional levels.
- **Policy Review Cycle:** The Research Policy will be reviewed every **three years** or earlier if mandated by regulatory changes, ensuring alignment with evolving academic and policy contexts.

14. Research Infrastructure:

The College will provide robust infrastructure to support high-quality research.

Institutional Support Includes:

- **Digital Libraries and E-Resources:** Access to online databases, journals, and repositories for literature and data.
- **Computing Facilities and Research Software:** Availability of advanced computing systems and licensed software for data analysis and academic writing.
- **Dedicated Research Spaces:** Provision of research labs, discussion rooms, and collaborative meeting zones to facilitate scholarly engagement.

15. Implementation & Review:

This Research Policy shall be effective from the **Academic Session 2026** and will be periodically revised to remain responsive to institutional and national priorities.

Alignment:

- **UGC and University Regulations:** Compliance with prevailing norms and standards for research governance.
- **NEP 2020 Updates:** Integration of directives and reforms emerging from the National Education Policy.
- **Institutional Goals:** Continuous alignment with the College's vision for research excellence and community impact.


Coordinator Research


Principal

no. QUOR/DASE/26/344
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