A FEW TOPICS FOR RESEARCH IN TEACHER EDUCATION

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The list of research topics given below has been developed for perusal of teacher educators and researchers in teacher education. The areas in which suggested topics have been listed are as follows: 1. Student teachers and school teachers; 2. Teacher educators; 3. Teacher education courses; 4. Management of teacher education; 5. Evaluation of performance of student teachers; 6. Admission procedures; 7. Laboratory/pre-practice teaching preparation: 8, Innovations; 9. Practice teaching, internship, and field experiences; 10. Supervision; 11 Laboratory demonstration /professional development schools; 12. Linkage of Teacher education institutions and their linkage with others; 13. Continued professional development of teachers; 14. Gender issues; and 15 Technology and teacher education.

1.0 STUDENT TEACHERS AND SCHOOL TEACHERS
1.1 Study of affective and cognitive characteristics of student teachers of teacher training institutions, units/ departments preparing teachers
1.2 Development of profiles of student teachers of teacher training institutions/departments/ units preparing teachers
1.3 Study of the attitudes of student teachers towards teaching profession.
1.4 Study of the psychological traits of student teachers.
1.5 Study of the characteristics of student teachers with respect to their predictive validity as regards success in becoming an effective teacher.
1.6 Comparative study of attitudes towards teaching profession of B A. (Education) students who had practical work in school teaching as part of their course work and B. Ed. students.
1.7 Comparative study of the characteristics of student teachers belonging to fresh and inservice categories
1.8 Comparative study of the attitudes of student teachers belonging to fresh and inservice categories
1.9 Comparative study of the teaching aptitude of fresh student teachers with those of inservice categories
1.10 Study of personality traits of successful and unsuccessful student teachers.
1.11 Study of interpersonal behaviour of student teachers and teachers.
1.12 Study of changes taking place in teachers in pedagogy, attitude towards learners, and self-concept with their growth in age and experience.
1.13 Compilation of success stories of effective teachers, for their use as instructional material in teacher training programmes.
1.14 Study of attitudes of student teachers towards the humanistic approach to teaching and learning in schools.
1.15 A longitudinal study of classroom behaviour of student teachers.
16.Comparative study of entry characteristics of trained and untrained teachers.
1.17 Comparative ratings of teacher image by student teachers of RIEs, University B.Ed. departments / colleges of education, lASEs, CTEs, B.Ed., departments of general colleges, Education Departments offering B.A. (Education) courses (having or not having school teaching practical) of general colleges and other teacher training institutions.
1.18 Comparative study of teachers' image of student teacher of DIETs and other elementary teacher training institutions.
1. 19 Study of demographic characteristics of teachers with reference to classroom behaviour.
1.20 Study of effect of pre-training teaching experience on student teachers.
1.21 Case studies of effective teachers as inputs in teacher education curriculum.
1.22 Longitudinal study of classroom behaviour of student teachers of integrated courses of teacher education (B. Sc., B. Ed, B. El. Ed. etc.)

2.0 TEACHER EDUCATORS
2.1 Study of characteristics of teacher educators in institutions/departments/units for preparation of teachers

2. 2 Development of pre:' t; teacher educators at teacher training institutions/departments/units for preparation of teachers

2.3 Survey of teaching methodologies of teacher educators.

2.4 Survey of relevant school teaching experiences of teacher educators and perceptions of teacher educators about continued school teaching experience at intervals.

2.5 Development of a code of professional ethics of teacher educators.

2.6 Study of working conditions of teacher educators.

2.7 Study of attitudes of teacher educators towards teaching profession.

2.8 Study of awareness of teacher educators about various aspects of andragogy and use of andragogical techniques in their classes.

2.9 Study of role perceptions and role performance of teacher educators.

2.10 A comparative study of teaching styles of method masters of various subjects.

2.11Developing instructional materials for training of heads of various levels of institutions.

2.12Developing a list of competencies for teacher educators.

2.13 Study of knowledge of teacher educators in relation to adult psychology.

2.14 Comparative study of teaching aptitudes and teaching performance of teacher educators with and without M. Ed. qualification;

2.15 Study of the lives or teacher educators.

2.16 Study of writings of teacher educators.

2.17 Study of educational belief systems among teacher educators.

2.18 Study of accountability and teacher educator professionalism.

2.19 Comparative study of attitudes towards teaching and expertise in skills of delivering demonstration lessons of teacher educators with and without school teaching experience.

2.20 Comparative study of skills of products of M. Ed. / M.A. (Education) courses that provides skill in teaching Education students at under graduate or at B. Ed. stage with the products of M. Ed. / M.A. (Education) courses without practical

2.21 Comparative study of skills of products of M. Ed. / M.A. (Education) courses that provides skill in Methods of teaching a school subject with the products of M. Ed. / M.A. (Education) courses without practical.

2.22 Development of in-service training package on techniques of training through distance mode.

2.23 Development of a self-learning reading material on training skills required of a teacher educator.

2.24 Development of a multimedia package for training of heads of-schools.

2.25 Development of curriculum retime for 2-year M. Ed. for students who do not possess B.Ed., degrees.

2.26 Study of facilities available for professional development of teacher educators.

2.27 Comparative study of practical teaching skills of teacher educators with and without school teaching experience.

2.28 Development of a plan for organisation of teacher education complexes in states and UTs.

2.29 Development of modules for self-directed training of teachers and of teacher educators.

2.30 Compilation of case study of innovations in teacher education for self-study of teacher educators

2.31 Methods of teaching employed in their theory classes by teacher educators- A survey

2.32 Methods of teaching and corner area covered by teacher educators in their demonstration lessons - A survey.

2.33 Comparative study of the expertise of faculty members of lASEs, CTEs with other teacher education institutions.

2.34 Study of teaching attitude and teaching performance in teacher education institutions and performance in school subject of school teachers at the first year of their service.

2.35 A follow up study on the participants of refresher courses/ induction programmes in Education subject

2.36 Study of training needs of heads of teacher education institutions and developing a training package.

2.37 Developing a training package for heads of CTEs.

2.38 Case studies of efficient teacher training institutions including IASEs and CTEs

2.39 Study of professional profiles of teacher educators of different types of teacher education institutions

2.40 Perception of the need for developing a code of professional ethics for teacher education- A survey.
2.41 Study of specific competencies required for success as teacher educators.
2.42 Study of effect of M.Ed. training on aptitude and performance of teacher educators.
2.43 Developing criteria for evaluation of the performance of student teachers.
2.44 Developing strategies for engagement of teacher educators in acting as academic supervisors for schools and especially for classroom teaching of teachers
2.45 Survey of utilisation of services of teacher educators, sitting idle for lack of class, in activities such as preparing list of useful online resources for teaching and also for independent learning by teacher trainees and also preparing annotated bibliography of resources = chapters in books, articles in journals etc. available in library of the institution.

3.0 INITIAL TEACHER TRAINING CURRICULA
3.1 Follow up study of ex-student teachers of teacher training **institutions/depart**ments of educations
3.2 Evaluation of initial teacher training curricula by the student teachers after publication of results.
3.3 Evaluation of initial teacher training curricula by the beginning teachers after completion of first year of their service as a school teacher
3.4 Evaluation of in-service teacher education programmes through pre-post-test design
3.5 Evaluation of training strategies-delivery of demonstration lessons and their observations made for giving feedback to student teachers.
3.6 Study of perceptions of student teachers about effectiveness of school teachers whose classes were taught by them during their internship/ practice teaching.
3.7 Appraisal of performance of teacher educators.
3.8 Evaluation of quality of programmes of studying the skills of student teachers at the time of joining the course and at the time of completing the course.
3.9 Comparison of teacher training programmes in lASEs / CTEs / DIETs with programmes in other teacher training institutions.
3.10 Study of innovations in teacher training institutions including IASEs, CTEs and DIETS and BITEs.
3.11 Study of teaching strategies of teacher before and after professional preparation
3.12 Perceptions of old students about their own training programme.
3.13 Comparative study of teacher education curricula of different examining bodies.
3.14 Study of existing teacher training curricula vis a vis norm of NCTE.
3.15 Study of reactions of teacher educators about existing curricula.
3.16 Developing a model curriculum with flexibility to cover local needs and scope for innovation for training of teachers.
3.17 Study of the utilisation of community (human and material) resources in improving quality of curricular transaction in teacher training programmes.
3.18 Study of programmes for aesthetic, cultural, moral, religious, and spiritual development of teacher trainees.
3.19 Study of varieties of lesson planning strategies in use of teacher education institutions.
3.20 Developing a curriculum for two-year B. Ed. course covering practical training in all stages of education: pre-primary, elementary, lower secondary and upper secondary.
3.21 Participation of student teachers in community development activities - a normative survey.
3.22 Participation of school heads, educational administrators and inspectors and professionals such as doctors, farmers etc. in initial training and continued professional development programme for teachers - A survey.
3.23 Study of evaluation practices for assessing teaching skills.
3.24 Study of curriculum of teacher education to ascertain the extent to which encouragement is given for group activities, group projects and awarding group achievements.
3.25 Study of courses of studies for teacher education of examining bodies to find out the extent the curriculum is decentralised; area specific and community centered.
3.26 Comparative study of courses of study of autonomous teacher education institutions with those of parent bodies.
3.27 Study of extent of involvement of non-teachers in transaction of teacher education programmes in teacher training institution and studying their outcomes.

3.28 Study of teacher training programmes with reference to group learning, peer learning and self-learning.

3.29 Study of initial teacher training programmes in relation to activities such as visits to homes of school students, teaching without assigning homework and non-scholastic areas such as club and house activities etc.

3.30 Evaluation of question papers of teacher education courses

3.31 Developing a teacher training curriculum for teaching in high fee charging English medium and public schools.

3.32 Developing a teacher training curriculum for working in Navodaya Vidyalaya.

3.33 Comparative study of teacher education curricula in India with that of other countries.

3.34 Follow up sequential study about the effectiveness of teacher training programmes by the products of these programmes after first year of their service and after 10 years of service.

3.35 Analysis of teacher training curriculum to analyse the extent to which it develops lifelong learning skills in student teacher.

3.36 Study of strategies necessary in teacher training programmes to cater to psychological, vocational, and social needs of teacher trainees.

3.37 Developing instructional packages for developing awareness on population growth problems in student teachers.

3.38 Developing instructional packages for developing awareness on environment related issues in student teachers.

3.39 Study of relation between teaching skills of teacher trainees and their dramatic talent

3.40 Study of opinions of student teachers about their theory courses.

3.41 Study of training programmes for teachers of special education for planning and implementation of community-based rehabilitation (CBR) programmes.

3.42 Development of training strategies based on modern theory for training of adults

3.43 Developing strategies for teacher training through case study method.

3.44 Developing strategies for improving quality of lectures.

3.45 Study of quality of reflection in student teachers' professional thinking.

3.46 Developing a programme for teacher training for teaching in urban schools.

3.47 Developing a curriculum for teacher training for teaching children of first gene

3.48 A comparative study of teacher training programmes in university departments of education in genera! colleges and in teacher training colleges.

3.49 A comparative evaluative study of teacher training programmes in IASEs and CTEs

3.50 Study of the quality and extent of content taught in courses of content cum methodology of teaching various subjects at B.Ed. stage

3.51 Developing a teacher training curriculum for teachers to work in Navodaya vidyalayas

3.52 Developing a pre-service teacher training curriculum for teachers for elementary classes of high fee charging private schools.

3.53 A comparative study of elementary/ pre-primary teacher training curricula in different states

3.54 A follow up study of B.Ed. Elementary programme products of RIEs (RCEs) of NCERT

3.55 A comparative follow up study of one-year and two-year initial teacher training programmes for elementary school teacher training

3.56 A comparative follow up study of one-year and two-year B.Ed. programmes

3.57 Study of the qualities of the programmes in DRUs for non-formal / adult education under DIETs and NGOs

3.58 Study of the characteristics of experts of examining bodies of teacher training programmes for elementary schools

3.59 Developing a pre-service teacher training curriculum for teachers for secondary classes of high fee charging private schools.

3.60 A comparative study of pre-school teacher training programmes for Anganwadi workers with programmes meant for general pre-primary school teaching

3.61 Developing a curriculum outline for 1 year B.Ed.(pre-primary) for possible introduction in DIETs having faculty with appropriate qualifications and experience

3.62 Developing a training package for heads of pre-primary teacher training institutions

3.63 Developing a course structure for two-year pre-primary teacher training

3.64 Follow up study to evaluate teacher education in the light of real time experience in the first three years of school teaching of new teachers

3.65 Strategies employed for assessing teaching skills of student teachers- A survey.

3.66 Critical study of teacher education curricula for promoting team teaching

3.67 Orientation to lifelong learning- A critical evaluation of teacher education programmes

3.68 Promotion of reflective thinking - A critical evaluation of teacher education programmes

3.69 Comparative study of one year Diploma courses for initial teacher training for secondary school teaching in United Kingdom and two-year B.Ed. courses for secondary school teaching in India.

3.70 Comparative study of one year Diploma courses for initial teacher training for elementary school teaching in United Kingdom and two-year Diploma courses for elementary school teaching in India.

3.71 Comparative study of four-year integrated courses for initial teacher training for secondary school teaching in United States and four-year integrated courses for secondary   school teaching in India.

3.71 Comparative study of initial teacher training courses for elementary school teaching in United States and two-year diploma courses for elementary   school teaching in India.

4.0 MANAGEMENT OF TEACHER EDUCATION

4.1 Study of financial management of teacher education institutions and their programmes.

4.2 Study of recruitment rules of teacher educators and heads of teacher education institutions in vogue in States and UTs.

4.3 Comparative study of programmes and resources of various types of teacher education institutions run by minority bodies / religious organisations with those run by other private bodies and State Governments.

4.4 Study of managerial skills of principals of teacher education institutions and heads of education departments in general colleges and universities.

4.5 Study of supervisory skills of heads of institutions and departments of education.

4.6 A comparative study of the costs of various levels and systems of teacher training.

4.7 Study of the organisational climate of teacher education institutions and departments of educations of universities and general colleges

4.8 Study of manpower planning for teacher education in States/UTs.

4.9 Study of extent of utilisation of various types of supports given to teacher training institutions by the Central Government out of its schemes and of schemes of international bodies.

4.10 Centrally sponsored scheme of teacher education - An impact study.

4.11 Study of perceptions of stake holders about necessity of introducing mentoring scheme for further training of a person after getting training degree /diploma/certificate to enable him/her to become a regular teacher.

4.12 Study of human and material resource support given by teacher training institutions and Government Departments of School Education to practice teaching schools.

4.13 Study of the extent to which skills of teaching and the teachers' role are context specific or universal.

4.14 Study of the opinions of faculty members of teacher education institutions and heads of school regarding necessity of school teaching experience for applicant for M. Ed. courses and regarding school teaching as apart of duty of faculty members of teacher education institutions.

4.15 Study of the opinion of the SCERT Directors and heads of teacher training institutions as regards creation of a cadre of teacher educators

4.16 Study of the feasibility of introducing roving teacher educators for subjects such as art, music, dance, craft, physical education, etc.

4.17 Study of the possibility of involving non faculty members of teacher education institutions in dealing with certain content areas.

4.18 Study of fees pattern for initial teacher training programmes in States and UTs.

4.19 Study of the developments that have been taken place in teacher education programmes and institutions after functioning of the NCTE.

4.20 Study of extent of utilisation of academic and professional resources in teacher education institutions.

4.21 Study of indigenous system of teacher training of the past to explore utility of certain aspects of the system in the 21st century.

4.22 Study of academic staff structure of SCERTs.

4.23 Comparative study of teacher training programmes under TLC with those of NGOs.

4.24 Comparative study of managerial and financial strategies in teacher training institutions with those of Departments of B.Ed. / Education as part of general colleges.

4.25 Comparative study of effectiveness of teacher educators with M. Ed. qualifications with those without M.Ed. qualifications.

4.26 Study of the opinions of inspecting officers, administrators, heads of schools and teacher education faculty members about the need for introducing teacher licensing system.

4.27 Developing a test for teacher accreditation.

4.28 Developing a training package for preparation of teachers for jobs in remote areas – deserts, hilly regions, islands, and swampy land.

4.29 Study of the relationship between research on teaching, educational innovations, and teaching practices.

4.30 Study of the research findings and their application in teacher education.

4.31 An evaluative study of the functioning of IASEs and CTEs in relation to the central government guidelines.

4.32 Comparative study of the teaching effectiveness of products of one year B.Ed./ two-year B.Ed. and four-year integrated B.Ed. courses.

4.33 Autonomous colleges of education - An evaluative survey.

4.34 Comparative study of effectiveness of teachers produced by face-to-face and by distance mode

4.35 Comparative study of teacher education programmes offered by university teaching departments of Education, departments of Education/ B. Ed. of general colleges and training colleges

4.36 Comparative study of effectiveness of teachers who had B.A. with Education and passed B. Ed. examination privately with those of non-B.A. (Education) and B. Ed. passed teachers.

4.37 Comparative study of the expertise of faculty members of IASEs and CTEs with those of other types of teacher education institutions. 4.38 Comparative study of teacher training programmes of DIETs with other teacher education institutions

4.39 Comparative study of effectiveness of teachers who had their training in DIETs training in other types of teacher training institutions.

4.40 Functioning of DIETs - A critical study with respect to Central Govt. Guidelines.

4.41 Study of programmes extension centres/ units attached to elementary teacher training institutions

4.42 A comparative study of pre-primary teacher training curricula in different States.

4.43 Study of relevance of school experience of teacher educators in improving quality of teacher training.

4.44 Finance and management of teacher education at micro level: A comparison of different types of institutions.

4.45 Effectiveness of post general degree teacher training and integrated teacher training: A comparative study

4.46 Does M.Ed. degree qualification contribute to effectiveness of teacher education programmes? A study.

4.47 Teaching competency of faculty in teacher education institutions: A comparative study in IASEs, CTEs. DIETs; and other types of teacher education institutions.

4.48 Colleges of education with potential for excellence (UGC sanctioned) - An evaluative survey

4.49 Study of programmes extension centres/ units attached to secondary teacher training institutions

5.0 EVALUATION OF PERFORMANCE OF STUDENT TEACHERS

5.1 Study of provision for evaluation of co-curricular activities in various categories of teacher training programmes.

5.2 Developing strategies for open book examinations in teacher education courses

5.3 Study of evaluation practices for assessing teaching skills.

5.4 Evaluation of question papers for teacher education courses

5.5 Study of evaluation procedures in B Ed. programmes.
5.6 Study of evaluation procea.res in M. Ed. programmes.
5.7 Study of evaluation procedures - M.A. (Edn.) programmes.
5.8 Study of evaluation procedures in Diploma-Certificate Courses for elementary school teacher training programmes and B. El. Ed. programmes
5.9 Evaluation of B. Ed. part time programmes.

6.0 ADMISSION PROCEDURES
6.1 Study of efficacy of admission procedures in vogue for teacher training programmes in States/ UTs.
6.2 Comparative study of admission procedures followed in States and UTs for teacher education programmes.
6.3 Development of an admission rest at all India level, on the basis of opinions of heads of schools and faculty members of teacher education institutions.
6.4 Study of predictive validity of existing admission tests/criteria.
6.5 Study of the perceptions of faculty members of teacher training institutions about increasing level of entry qualifications for elementary teacher training courses.

7.0 LABORATORY AND PRE-PRACTICE TEACHING PREPARATION
7.1 Survey of provisions for laboratory experiences in teacher education programmes.
7.2 Study of the quality, methods employed, and area covered in demonstration lessons delivered by faculty members of teacher training institutions and school teachers.
7.3 Study of computer assisted teaching strategies in use in teacher education programmes.
7.4 Study of quality of micro teaching programmes employed in teacher education institutions.
7.5 Survey of audio and video recordings of real or simulated educational phenomena in use in teacher education programmes.
7.6 Study of the methods of teaching and nature of content area of the concerned subject covered by teacher educators- in their demonstration lessons.
7.7 Study of the methods of teaching and nature of content area of the concerned subject covered by student teachers in their criticism, discussion lessons.
7.8 Comparative study of demonstration lessons given by school teachers and faculty members of teacher education institutions on the basis of perceptions of student teachers.
7.9 Study of the quality of guest lectures delivered to student teachers and the topics covered by them.
7.10 Study of the quality of training programme other than microteaching for development of skills in student teachers.
7.11 Developing story telling skills in teacher education-A study.

8.0 INNOVATIONS
8.1 Study of case methods employed in teacher training programmes.
8.2 Study of the status, content, and evaluation of micro teaching in teacher education curricula.
8.3 Case studies of innovations in teacher education institutions.
8.4 Case studies of innovative teacher education institutions.
8.5 Study of quality of protocol materials developed by CIET and other institutions for their use
8.6 Study of interaction analysis training strategy followed in teacher education institutions.
8.7 Study of use of simulation and role play techniques in teacher training programmes
8.8 Development of curriculum for Competency Based Teacher Education for preparing teachers.
8.9 Development of a curriculum outline for 2-year Master of School Teaching Course.
8.10 Development of curriculum outline for one year Master of Teacher Education with provision for specialisation in one of the stages of school education.   -
8.11 Development of a detailed curriculum outline for a Bachelor of School Teaching Course of 2-year duration having provision for specialisation in one area.
8.12 Development of laboratory experience programme containing audio and video recordings of regular programmes such as counselling, demonstration lesson, discussion of critical events, educational games, micro teaching, mirror teaching, reflective teaching, role playing etc. protocol materials, and simulations.

8.13 Study of effectiveness of Mini courses.

8.14 Study of effectiveness of protocol materials.

8.15 Study of effectiveness of simulation strategy in teacher education.

8.16 Study of innovative practices in school education and their implications for teacher education

8.17 Study of innovations in teacher education in case of programmes for professional development

8.18 Study of innovations in in-service education of teachers.

8.19 Study of innovations in distance education applied to professional development programmes for teachers.

8.20 Developing a curriculum including instructional material in print for Educational Psychology course based on Vedic Psychology.

8.21 Development of a curriculum outline for I year. B.Ed. Elementary programme for   -   having faculty

8.22 Comparative study of pre-service teacher education programmes of IASEs and CTEs with those of other types of teacher training institutions.

9.0 PRACTICE TEACHING, INTERNSHIP AND FIELD EXPERIENCES

9.1 Study of perceptions student teachers about effectiveness of school teachers whose classes are being taught by them during practice teaching.

9.2 Study of organisational pattern of student teaching.

9.3 Study of perception; of teachers and heads of practice teaching schools about the effectiveness of pre-practice teaching

9.4 Preparation at teacher training institution before student teachers are sent to schools for practice teaching

9.5 Study of lesson plan formats used

9.6 Study of extent and nature of participation of student teachers in co-curricular activities of the school

10.0 SUPERVISION OF STUDENT TEACHING

10.1 Study of reactions of student teachers on remarks given by observers on their lesson plan notebook/ journal/ file.

10.2 Perceptions of student teachers about effectiveness of supervisory strategies.

10.3 Evaluation of supervisory skills of teachers at the practice teaching schools

10.4 Development of a training ore gramme for developing supervisory skills of school teachers.

10.5 Evaluation of supervisory strategies employed by faculty members of teacher education institutions

10. 6 Study of remarks given by the faculty members of teacher training practice teaching schools.

10.7 Developing a training package for training of school teachers to act as supervisors of student teaching.

11.0 LABORATORY/DEMONSTRATION PROFESSIONAL DEVELOPMENT SCHOOLS

11.1 Study of quality of laboratory demonstration schools attached to teacher training institutions.

11.2 Study of quality of practice reaching schools.

11.3 Study of perceptions of teacher training institutions/school heads about necessity of laboratory schools and facilities necessary in these schools.

11.4 Study of incentives given to laboratory/demonstration schools and other practice teaching schools,

11.5 Development of criteria for effective laboratory / demonstration school.

11.6 Study of the effects of the practice teaching school climate on the student teachers' attitude towards teaching.

11.7 Comparative study of quality of programmes of demonstration schools/laboratory schools functioning under the administrative control of heads of teacher education institutions, with those of other practice teaching schools of the said institution.

11.8 Comparative study of the effectiveness of teachers of the demonstration/laboratory schools and other schools situated in the town.

12.0 TEACHER EDUCATION INSTITUTIONS AND THEIR LINKAGE WITH OTHERS

12.1 Study of linkage of teacher education institutions with (a) schools, (b) government departments (c) non-government agencies and sister teacher education institutions for providing a training programme of quality.

12. 2 Study of the schemes of lessons developed and supplied by teacher education associations.

12. 3 Extent of participation of student teachers in community development activities - A survey

12. 4 Study of the extent of participation of school heads, educational administrators and inspectors and professionals such as doctors, farmers etc. in initial training programmes and in continued professional development programmes for teachers.

12. 5 Case studies of effective elementary teacher training institutions including DIETs.

12. 6 Need for instituting school level registers for ascertaining availability of community members to act as substitute teachers, in case of teacher absence.

13.0 CONTINUING PROFESSIONAL DEVELOPMENT OF TEACHERS

13.1 Need for induction programmes for new teachers.

13.2 Developing a model Induction Programme outline for teachers.

13.3 Developing a self-financing distance cum contact mode Diploma course for continued professional development of teachers.

13.4 Evaluation of in-service education programmes conducted by various organisations.

13.5 Study of incentives and motivational schemes in States and UTs for teachers attending programmes for continued professional development of teachers.

13.6 Study of needs of school system to have a register of supply teachers for utilising as substitutes when teachers go on leave and developing an orientation programme for them.

13.7 Study of organisational pattern of existing programmes for continued professional development of teachers.

13.8 Follow up study of activities undertaken by participants of programmes for continued professional development of teachers with a view to achieving the objectives of the programmes.

13.9 Study of impact of programmes for continued professional development of teachers and their performance.

13.10 Study of self-initiated professional development activities of teachers.

13.11 Study of programmes for continued professional development of teachers undertaken by NGOs

13.12 Study of school clusters in relation to the continued professional development of teachers.

13.13 Study of problems faced by teachers in the first year of their career.

13.14 Study of the training techniques employed in in-service education programmes

13.15 Evaluation of modules developed by N CERT for PMOST and SOPT programmes

13.16 Study of opinions of teachers completing their first years of service about new skills and technologies that they received during the year, which they had not covered during their pre-service training.

13.17 Study of the effectiveness of Cascade model of training.

13.18 Study of continuity and change in teacher development in the first year of career of a teacher and after five years.

13.19 Development of a strategy for school-based programmes for continued professional development of teachers.

13.20 Study of innovations in continued professional development of teachers.

13.21 Study of innovations in teacher education in case of programmes for professional development

13.22 Study on teacher thinking towards professional development.

13.23 Study of extension programmes in teacher education institutions (1ASEs) strengthened under Central Govt, scheme for improving teacher education.

13.24 Developing a training package for heads of DIETs.

13.25 Follow up study of SOPT programme.

13.26 Follow up study of MLL programme.

13.27 Follow up study of UNICEF Joyful Learning Programme.

13.28 Follow up study of DPEP training programme.

13.29 A comparative study of human and material resources in DRUs functioning under DIETs and NGOs

13.30 Study of the system of centre school meetings for elementary school teachers in relation to continued professional development of teachers.

14.0 GENDER ISSUES IN TEACHER EDUCATION

14.1 Study of the difficulties faced by female teacher educators.

14.2 Study of the difficulties faced by female teacher trainees.

14.3 Comparative study of effectiveness of male and female teacher educators

14.4 Perceptions of student teachers - male and female, about effectiveness female.

14.5 Perceptions of student teachers - male and female about effectiveness c female, giving guidance to them during practice teaching.

14.6 Perceptions of school students about effectiveness of male and female

15.0 TECHNOLOGY AND TEACHER EDUCATION

15.1 Study of quality of protocol materials developed by CIET and other organisations for their use in programmes for initial teacher training and also in programme development of teachers.

15.12 Studying the effectiveness of teacher education programmes through AIR

15.3 Studying the effectiveness of teacher education programmes through Doordarshan

15.4 Studying the position of availability of audio-visual aids in teacher training institutions/schools/ departments education for initial teacher training and their use in delivery of theory classes for student teachers.

15.5 Study of the NCTE norms in respect of audio-visual aids in institutions/schools / departments of education for initial teacher training.

15.6 Developing a multi-media package for continued professional development of faculty members of teacher education institutions

15.7 Developing programmes containing audio and video recordings of regular or simulated educational phenomena including demonstration lessons, discussions of critical events, micro teaching sessions, mirror teaching, peer teaching and classroom events etc.

15.8 Developing a multimedia package for developing verbal as well as non-verbal skills among student teachers.

15.9 Study of current training models and professionalisation of teaching.

15.10 Development of a multimedia package for training of heads of schools.

15.11 Study of modem facilities in educational technology in institutions/schools / departments of education for initial teacher training.

15.12 Study of extent of utilisation of technology in transaction of initial teacher training curricula.

15.13 Study of provision existing in initial teacher training curricula for training in use of computer, interactive video, and other modern gadgets

15.14 Study of ICT utilisation in theory classes in initial teacher training programmes.

15.15 Study of ICT utilisation in programmes for continued professional development of teachers.

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