



Sree Narayana College of Education

(Affiliated to MG University, Approved by NCTE)

Muvattupuzha, Ernakulam Dist, Kerala, Pin - 686661

Ph: 0485 2832040, 2836188, 8138072040

Email: sncemu@gmail.com, Web: www.sncem.edu.in



KEY INDICATOR

1.1 CURRICULUM PLANNING

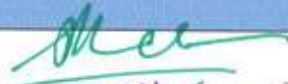
METRIC: 1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through

1. Website of the Institution
2. Prospectus
3. Student induction programme
4. Orientation programme for teachers

Report and photographs with caption and date of Teacher orientation programmes




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Discussion on Programme Learning Outcomes (PLOs) and Course Learning outcomes (CLOs) of Teacher Orientation Programmes for the year 2018-2019

Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) are essential in Teacher Orientation Programmes as they provide a clear roadmap for what participants should achieve at both the programme and course levels. PLOs ensure consistency and coherence across the entire programme, aligning all courses and activities towards common educational goals. CLOs break down these goals into specific, measurable skills and knowledge to be acquired in individual courses, facilitating targeted instruction and assessment. Together, PLOs and CLOs enable effective curriculum design and continuous improvement by highlighting areas for enhancement. Ultimately, they ensure that the programme successfully equips teachers with the necessary competencies and knowledge.

Each resource person who led the teacher orientation programmes emphasized the importance of outcome-based learning. They conducted their sessions based on our institution's PLO's and CLO's.

The orientation programmes of the year 2018-2019 were very useful for the teachers. The teachers developed a deep understanding of gender theories and concepts, enhancing their ability to recognize and address gender biases in educational settings. They learned strategies to create inclusive classrooms that promote gender equity and respect for diversity. They also gained skills in designing curricula that integrate gender-sensitive content, ensuring that teaching materials and practices are inclusive. Teachers improved their capacity to facilitate discussions on gender issues with their fellow student teachers, fostering a supportive environment for all students. In addition to all this, they learned to advocate for policies and practices that promote gender equity within the institution.

A detailed view on the PLO's and CLO's achieved for each programmes conducted in the year 2018 – 2019 are as below :-

The seminar on "Introduction to Gender Studies" aimed to provide teachers with foundational knowledge and critical perspectives on gender issues. Teachers explored key concepts such as gender identity, roles, stereotypes, and intersectionality through discussions and case studies. They gained insights into the historical and social contexts that shape gender dynamics and inequalities. By the end of the seminar, teachers were equipped with a deeper understanding of gender issues, empowering them to critically analyze societal norms and promote gender equity in various spheres of life, including education and beyond.

The class on "Gender Concept - Historical Perspective" aimed to educate teachers on the evolution of gender roles, identities, and inequalities throughout history. They examined historical contexts, social movements, and significant events that have shaped gender dynamics. They also gained insights into the impact of historical perspectives on contemporary gender issues and societal norms. By the end of the class, teachers were equipped with a comprehensive understanding of how historical factors influence perceptions of gender, enabling them to critically analyze and contribute to discussions on gender equality and social justice



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teachers were equipped with the skills and knowledge to implement outcome-based learning frameworks, ensuring that educational experiences are structured around measurable outcomes that reflect student proficiency and competency.

The seminar on "Best Practices in Colleges of Education" aimed to showcase and analyze effective strategies and methodologies employed by leading institutions in teacher education. Teachers examined case studies and success stories from various colleges of education, focusing on innovative practices in curriculum development, pedagogy, and student support services. They engaged in discussions to identify common themes and principles underlying these best practices, aiming to adapt and implement them in their respective educational contexts. By the end of the seminar, teachers were equipped with insights and actionable strategies to enhance the quality of teacher education programs, fostering excellence and continuous improvement in colleges of education.

The session on "ICT Training for Teachers" aimed to equip educators with essential skills and knowledge in utilizing Information and Communication Technology (ICT) tools effectively in teaching and learning environments. Teachers explored various ICT applications and platforms relevant to educational settings, including digital resources, collaborative tools, and online learning management systems. They engaged in hands-on activities and demonstrations to enhance their proficiency in integrating ICT into curriculum design, instructional delivery, and student assessment. By the end of the session, teachers were prepared to leverage ICT tools to enhance teaching effectiveness, facilitate interactive learning experiences, and meet the evolving needs of 21st-century learners.

The Community Engagement and Outreach Programme aimed to educate teachers on the importance and methodologies of community engagement in educational contexts. Teachers explored strategies for building meaningful partnerships with local communities, fostering collaboration, and addressing community needs through educational initiatives. They engaged in activities and discussions to develop skills in community-based learning, cultural responsiveness, and civic engagement. By the end of the programme, teachers were equipped with the knowledge and tools to implement effective community engagement programs, enriching educational experiences and strengthening relationships between schools and communities.

The Orientation to NAAC Accreditation aimed to familiarize teachers with the National Assessment and Accreditation Council (NAAC) accreditation process and its significance in higher education. Teachers gained insights into the criteria, standards, and procedures involved in achieving NAAC accreditation for educational institutions. They engaged in discussions and activities to understand the role of faculty members in supporting institutional accreditation efforts and enhancing overall educational quality. By the end of the session, teachers were equipped with knowledge and strategies to contribute effectively to NAAC accreditation processes, ensuring continuous improvement and excellence in educational outcomes.




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The session on "Theories of Gender Development" aimed to provide teachers with an in-depth understanding of the major theories explaining how gender identity and roles are formed. Teachers explored key theories such as Social Learning Theory, Cognitive Development Theory, and Gender Schema Theory, examining their applications and implications in educational and social contexts. They engaged in discussions and activities to analyze how these theories have influenced research and practices related to gender development. By the end of the session, teachers were equipped with the knowledge to critically assess and apply theories of gender development in their teaching and research, promoting a deeper understanding of gender diversity.

The seminar on "Gender Sensitization - Role of Different Agencies" aimed to educate teachers on the importance of gender sensitization and the roles various agencies play in promoting gender equality. They explored the contributions of governmental, non-governmental, and international organizations in advocating for gender rights and combating gender-based discrimination. They also examined case studies and initiatives that illustrate effective strategies for promoting gender sensitization in diverse settings. By the end of the seminar, teachers were equipped with the knowledge and strategies to contribute actively to gender sensitization efforts, fostering inclusive and equitable environments in education and society.

The session on "Gender and Curriculum" aimed to examine how gender influences curriculum development and implementation in educational settings. Teachers explored theories and practices related to integrating gender perspectives into various subjects and educational materials. They engaged in discussions and activities to analyze curriculum biases, identify gaps in gender representation, and explore strategies for promoting gender equity in learning materials. By the end of the session, teachers were equipped with the knowledge and skills to critically assess and revise curricula to be more inclusive and representative of diverse gender identities and experiences.

The seminar on "Gender and School" aimed to explore the intersection of gender dynamics within educational environments. Teachers examined the impact of gender norms, stereotypes, and discrimination on students' academic experiences and outcomes. They discussed strategies for creating inclusive and supportive school cultures that promote gender equality and address issues of gender-based violence and discrimination. By the end of the seminar, teachers were equipped with the knowledge and tools to advocate for gender-sensitive policies and practices in schools, fostering environments where all students feel safe, respected, and empowered to succeed.

The session on "Gender and Society" aimed to examine the complex relationship between gender roles, norms, and inequalities within broader societal contexts. Teachers explored historical and contemporary perspectives on gender issues, including social constructions of masculinity and femininity, intersectionality, and gender-based discrimination. They engaged in discussions and activities to analyze the impact of gender on social structures, institutions, and individuals' experiences. By the end of the seminar, teachers were equipped with a deeper understanding of how gender operates within societal frameworks, empowering them to advocate for gender equity and social justice in their classrooms, communities and beyond.

The session on "Outcome-Based Learning" aimed to educate teachers on designing educational experiences focused on clearly defined learning outcomes. They explored principles and methodologies for aligning curriculum, assessment, and teaching strategies to achieve specific learning objectives. They also engaged in activities and discussions to evaluate the effectiveness of outcome-based approaches in enhancing student learning and achievement. By the end of the session,



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REPORT ON TEACHER ORIENTATION PROGRAMMES 2018-19

GENDER CONCEPT IN SOCIETY AND EDUCATION

- ❖ Introduction to gender studies – 22nd May 2019
- ❖ Gender concept- Historical perspective – 23rd May 2019
- ❖ Theories of gender development – 24th May 2019
- ❖ Gender sensitization – Role of different agencies – 27th May 2019
- ❖ Gender and curriculum – 28th May 2019
- ❖ Gender and school – 29th May 2019
- ❖ Gender and society – 30th May 2019

Gender, an intricate social construct, profoundly influences both societal structures and educational systems. In society, gender norms and expectations dictate roles, behaviours, and opportunities, perpetuating inequalities and shaping individuals' identities and experiences. These societal dynamics permeate educational environments, where gender biases and stereotypes can impact everything from curriculum content to classroom interactions, affecting students' academic performance and aspirations. Addressing the intersection of gender in society and education requires concerted efforts to challenge traditional stereotypes, dismantle systemic barriers, and foster inclusive environments that empower individuals of all genders to thrive and succeed.

A workshop was conducted for the teachers at Sree Narayana College to empower their Gender concept in society and education. The workshop included 7 sessions on a variety of topics.

The first session was conducted on 22nd May 2019 by Mr Anish P Chirackal who provided an introduction to gender studies. Gender studies explores the multifaceted dimensions of gender, including its social, cultural, and political implications. By examining the intersections of gender with other social categories such as race, class, and sexuality, gender studies offers insights into the complexities of power, identity, and inequality in contemporary society.

On the next day, (23rd May 2019) Mr. Anish P Chirackal again took a session on “Gender Concepts – Historical Perspectives “.He explained the historical perspective of gender concept. This gender concept reveals its dynamic and culturally contingent nature, evolving across different societies and time periods. From ancient civilizations to modern times, notions of gender roles, expectations, and identities have been shaped by various factors, including religious beliefs, economic structures, and political ideologies.

Mr. Anish P Chirackal concluded his session on 24th May 2019 with a seminar on “Theories Of Gender Development “.This session explored psychological frameworks that explain how


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individuals develop gender identities. Here Mr. Anish discussed key theories such as social learning theory, cognitive development theory, and gender schema theory, highlighting their implications for understanding gender roles and behaviors. The session aimed to deepen teachers' understanding of the complex interplay between biology, environment, and socialization in shaping gender identity and expression.

Mrs. Sunimol T kicked off the next session on 27th May 2019 with a seminar on “Gender Sensitization – Role Of Different Agencies”. This session explained the role of different agencies in gender sensitization. Various agencies, including educational institutions, governments, NGOs, and media organizations, play critical roles in gender sensitization by implementing policies, conducting awareness campaigns, and promoting inclusive practices to challenge stereotypes and address gender-based discrimination. Through collaborative efforts, these agencies contribute to fostering environments where individuals of all genders are respected, valued, and afforded equal opportunities.

On the next day, 28th May 2019 , Mrs. Sunimol T again took a session on “Gender And Curriculum” where she delved deeper into gender and its relation to curriculum. Gender considerations in curriculum development ensure that educational materials and teaching practices reflect diverse perspectives and experiences, challenging traditional stereotypes and promoting inclusivity and equity in learning. With this her sessions came to a conclusion.

The next session was conducted on 29th May 2019 by Mrs. Jincy P Joseph who discussed about the topic “Gender And School” with the teachers. Gender dynamics in schools encompass the interactions, expectations, and experiences of students and educators, shaping academic performance, social relationships, and perceptions of self. By fostering inclusive environments and addressing gender biases, schools can promote equitable opportunities and support the diverse needs of all students.

On the last day of the workshop (30th May 2019), Mrs. Jincy P Joseph again took the pleasure of sharing her thoughts on the topic “Gender And Society”. Gender is a fundamental aspect of societal structure, influencing social roles, power dynamics, and access to resources and opportunities. Societal attitudes and norms regarding gender shape individuals' behaviors, identities, and life trajectories, contributing to both social inequalities and collective understandings of gender.

The teachers thoroughly enjoyed the sessions. It was helpful in providing them an overview on the relation of Gender to Education.


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Seminars conducted by Mr. Anish P Chirackal in relation to “Gender Concept In Society And Education” from 22nd May to 24th May 2019



Seminars conducted by Mrs. Sunimol T in relation to “Gender Concept In Society And Education” from 27th & 28th May 2019


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Seminars conducted by Mrs. Jincy P Joseph in relation to “Gender Concept In Society And Education” on 29th & 30th May 2019

Jincy P Joseph

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OUTCOME BASED LEARNING

On 16th January 2019, a seminar conducted on the topic 'Outcome Based Learning' for the faculties of Sree Narayana College of Education by the leadership of Ms.Asha G, Assistant Professor of Malayalam Department, Sree Narayana College of Education, Muvattupuzha. The class started at 10am at college auditorium. The class was to educate the teachers about importance of learning based on the outcome. The teacher orientation on outcome-based learning (OBL) centered on aligning teaching methods and assessments with clearly defined learning outcomes. Educators were introduced to the principles of OBL, which focus on what students are expected to know, understand, and be able to do by the end of a course. The session emphasized the importance of designing curriculum and instructional activities that directly support these outcomes. Teachers were trained on developing measurable learning objectives and using various assessment tools to evaluate student progress effectively.



Orientation on outcome-based learning (OBL) centered on aligning teaching methods and assessments taken by Asha G
On 16th January 2019

Asha G
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BEST PRACTICES IN COLLEGES OF EDUCATION

A seminar based on the topic 'Best Practices in College of Education' conducted by the college authority for the teaching staffs of Sree Narayana College of Education, Muvattupuzha on 12th November 2018. The class was led by Dr. Usha Parvathy, Assistant Professor of Sree Narayana College of Education, Muvattupuzha at college seminar hall at 10am. The teacher orientation on best practices in the College of Education focused on strategies to enhance instructional quality and student outcomes. Key topics included the adoption of student-centered teaching methods, the importance of continuous professional development, and the integration of research-based practices into the curriculum. Educators were encouraged to foster an inclusive learning environment that supports diverse learning needs. The session also highlighted the value of collaborative learning and the use of technology to facilitate innovative teaching approaches. Emphasis was placed on maintaining high standards of academic integrity and ethical behavior.



**Class about strategies to enhance instructional quality and student outcomes
taken by Dr Usha Parvathy on 12th November 2018**

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ICT TRAINING FOR TEACHERS


ICT stands for Information and Communication Technology. It encompasses a broad range of technologies used to handle telecommunications, broadcast media, intelligent building management systems, audiovisual processing, and transmission systems. Essentially, ICT refers to the convergence of information technology (IT) and telecommunications.

Sree Narayana College Of Education conducted a ICT Training for teachers on 17th September, 2018. This session was led by Mr. Gopakumar, HSST, SNDPHS. He provided training for teachers to equip them with the necessary digital skills to integrate technology effectively into their teaching practices. It empowered educators to leverage digital tools and resources to enhance student engagement, facilitate personalized learning experiences, and foster critical thinking and problem-solving skills. With ICT training, teachers were adapted to evolving educational trends and prepare students for success in a digital world.



ICT Training for teachers provided by Mr. Gopakumar on 17th September

2018


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COMMUNITY ENGAGEMENT AND OUTREACH PROGRAMME

For a college of teacher education the teaching learning process is to create future teachers, and their duties is to educate the young ones and thereby make an ideal society. As part of B.Ed programmes it is essential to familiarise the teachers regarding the need of community engagement and outreach programme. Sree Narayana College of Education conducted a community engagement and outreach programme on 8th August, 2018 which was led by Mr. Anish P Chirackal. The programme was found to be highly beneficial to the teachers, connecting them to the community and its needs.



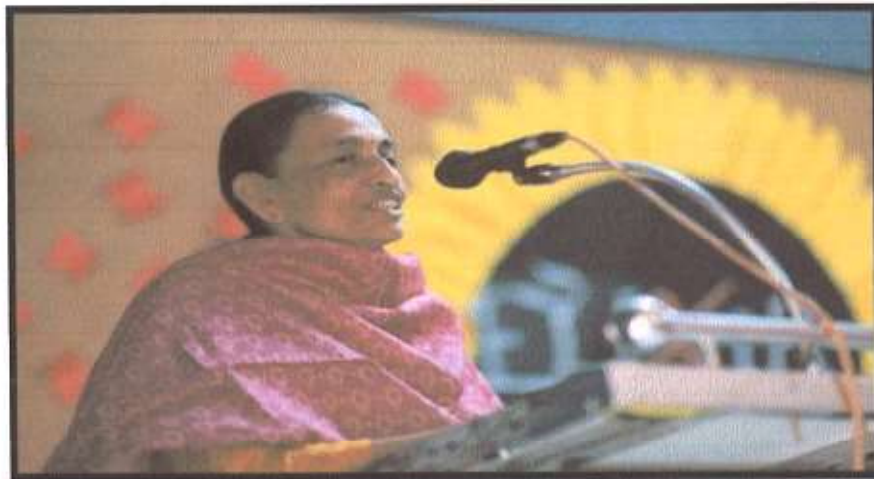
**Community Engagement and Outreach Programme led by Mr. Anish P
Chirackal on 8th August 2018.**

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AN ORIENTATION TO NAAC ACCREDITATION

On 9th July 2018, Sree Narayana College of Education conducted a class on the basis of NAAC (National Assessment and Accreditation Council) programme and to give a proper idea about NAAC and benefits of getting NAAC accreditation. The awareness programme was led by Dr. Usha Parvathy, Assistant Professor, Sree Narayana College of Education Muvattupuzha. The teacher orientation on NAAC accreditation focused on the significance of achieving high standards in higher education institutions. During the session, educators were briefed on the NAAC's criteria for assessment, which include curriculum design, teaching-learning processes, research, and institutional values. The orientation emphasized the role of faculty in maintaining academic quality and the importance of continuous self-evaluation and improvement. Teachers were encouraged to actively participate in the accreditation process to enhance the institution's reputation and educational outcomes. Additionally, strategies for effective documentation and evidence gathering were discussed to ensure a successful accreditation process. The class was at 10 am. Practical and interactive sessions after the class was helpful to the participants. It helps to develop their ability to do the work related with NAAC.



**Session about benefits of getting NAAC accreditation led by
Dr Usha Parvathy on 9th July 2018**


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