



# Sree Narayana College of Education

(Affiliated to MG University, Approved by NCTE)

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## KEY INDICATOR

### 1.1 CURRICULUM PLANNING

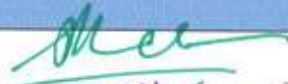
#### METRIC: 1.1.3

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 2021-2022**

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.

For the programmes conducted during the year 2021-2022, the teachers were able to achieve several important outcomes. They developed the ability to design and conduct classroom-based research, enhancing their skills in data collection and analysis. They learned to critically evaluate educational research, improving their capacity to apply evidence-based practices. They also gained insights into integrating research findings into their teaching strategies, fostering a more reflective and informed teaching of B.Ed & M.Ed students. Additionally, teachers were empowered to contribute to the broader educational research community, sharing their findings and collaborating with peers.

### **A detailed view on the PLO's and CLO's achieved for each programmes conducted in the year 2021 – 2022 are as below :-**

The seminar "Be a Passionate Professional" aimed to inspire teachers to cultivate a deep commitment to their profession while honing their teaching skills and pedagogical techniques. Teachers explored innovative strategies for fostering student engagement, promoting inclusivity, and creating dynamic learning environments. They gained insights into the importance of continuous professional development and self-reflection in enhancing teaching effectiveness and student outcomes. By the end of the seminar, teachers were empowered to integrate their passion for teaching with evidence-based practices, contributing positively to their classrooms and educational communities.

The seminar on "SWOT Analysis" provided educators with a systematic approach to assess the strengths, weaknesses, opportunities, and threats within the teaching profession. They learned to identify personal and professional strengths to leverage in their teaching practices, while also addressing areas needing improvement. They explored emerging opportunities such as advancements in technology and new teaching methodologies, as well as potential threats such as budget constraints or societal changes impacting education. By the end of the seminar, educators were equipped to conduct a comprehensive SWOT analysis to enhance their teaching strategies and career development in response to evolving challenges and opportunities in the field.



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The seminar on "Know Yourself " aimed to help teachers gain a deeper understanding of their teaching philosophies, strengths, and areas for growth. Teachers engaged in reflective exercises and discussions to assess their teaching styles, communication methods, and classroom management approaches. They explored strategies for self-improvement and professional development, focusing on enhancing their effectiveness in fostering student learning and engagement. By the end of the seminar, teachers were equipped with insights and self-awareness to refine their teaching practices and positively impact their students' educational experiences.

The seminar on "Research for Professional Growth " equipped educators with skills to conduct and apply research in their teaching practices. They learned to formulate research questions, collect data, and analyze findings to inform instructional strategies and classroom management. They also explored different research methodologies and best practices for integrating research into professional development plans. By the end, educators were prepared to leverage research findings to enhance their teaching effectiveness, promote student learning outcomes, and contribute to ongoing educational improvement initiatives.

The seminar on "Technology and Educational Research" provided teachers with a comprehensive understanding of how technology can enhance research methodologies in education. They learned to utilize digital tools for data collection, analysis, and presentation, improving the efficiency and accuracy of their research processes. Teachers also explored innovative uses of technology such as virtual simulations, online surveys, and data visualization techniques to address research questions effectively. By the end of the seminar, teachers were equipped with the knowledge and skills to integrate technology seamlessly into their research practices, advancing educational research outcomes and insights.

The session on "New Trends in Educational Research" aimed to familiarize teachers with emerging methodologies, paradigms, and technologies shaping educational research. They explored innovative approaches such as mixed methods research, participatory action research, and big data analytics in education. They also gained insights into the ethical considerations and practical applications of these trends in diverse educational contexts. By the end of the session, teachers were equipped to apply new trends in educational research to deepen their understanding of teaching and learning processes, contributing to advancements in educational theory and practice.

The class on "Research-Based Teacher Education" aimed to equip educators with research skills and methodologies to enhance their teaching practices. They engaged in critical discussions on educational theories, pedagogical approaches, and empirical research relevant to effective teaching. They also learned to integrate research findings into curriculum development, instructional design, and classroom management strategies. By the end, educators were prepared to apply evidence-based practices in their teaching, fostering continuous improvement and innovation in educational settings.

The session on "Techno Pedagogical Tools" provided teachers with practical knowledge and skills in integrating technology into pedagogical practices. Teachers explored various digital tools and platforms designed to enhance teaching effectiveness, student engagement, and learning outcomes. They gained hands-on experience in selecting, using, and evaluating techno pedagogical tools for diverse educational contexts. By the end of the session, teachers were proficient in leveraging technology to create dynamic learning environments, effectively integrating digital tools to support their instructional goals and enhance student learning experiences.



  
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The seminar on "Introducing SPSS " equipped educators with foundational skills in using SPSS (Statistical Package for the Social Sciences) for data analysis and research in educational contexts. Teachers learned to import data, perform basic and advanced statistical analyses, and interpret results using SPSS software. They explored practical applications of SPSS in educational research, such as assessing student performance, evaluating teaching methods, and conducting surveys. By the end, educators were proficient in applying SPSS to enhance evidence-based decision-making in educational settings, empowering them to contribute effectively to educational research and practice.

The session on "Research Ethics " aimed to educate teachers about ethical principles and guidelines governing research in educational settings. Teachers explored topics such as informed consent, confidentiality, integrity in data collection and reporting, and ethical considerations in conducting research involving human subjects. They gained practical insights into applying ethical frameworks to their own research practices, ensuring the protection of participants' rights and upholding academic integrity. By the end of the session, teachers were equipped with the knowledge and ethical awareness to conduct research responsibly, contributing ethically sound findings to the field of teacher education.



  
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## REPORT ON TEACHER ORIENTATION PROGRAMMES 2021-22

### TEACHER AS A RESEARCHER

- ❖ Be a passionate professional – 21st May 2022
- ❖ SWOT Analysis - 23rd May 2022
- ❖ Know Yourself - 24th May 2022
- ❖ Research for a Professional Growth – 25th May 2022
- ❖ Technology and Educational Research – 26th May 2022
- ❖ New Trends in Educational Research – 27th May 2022
- ❖ Research Based Teacher Education – 29th May 2022


"Teachers as researchers" is a concept that emphasizes the role of educators in conducting systematic inquiry into their own teaching practices and the learning experiences of their students. It involves teachers adopting a reflective stance, asking questions about their teaching methods, classroom dynamics, and student outcomes, and using research methods to investigate these questions. By engaging in research, teachers can enhance their own professional development, contribute to the broader knowledge base in education, and ultimately improve student learning. This approach encourages a culture of continuous improvement and innovation within educational settings.

A series of sessions was conducted at Sree Narayana College of Education, Muvattupuzha from May 21st 2022 onwards.

Dr Sijimol S took the first three classes. First class was scheduled on 21st May 2022 on the topic, "Be a passionate professional" which discussed how being a passionate professional teacher means continuously seeking to inspire and engage students by creating dynamic and inclusive learning environments. It also discussed how the teachers can stay committed to personal and professional growth, embracing innovative teaching methods, and fostering a love of learning in every student. Above all, it discussed what it means caring deeply about students' success and well-being, striving to make a positive impact on their lives both academically and personally.

This session was continued by a class on SWOT Analysis conducted on 23rd May 2022. The class dwelled on the following thoughts- As a teacher, strengths lie in subject expertise and adaptability, while weaknesses may include time constraints and managing diverse learning needs,



  
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yet opportunities arise from professional development and technology integration, though threats persist in budget cuts and increasing demands on workload.

The next session was conducted on 24th May 2022 on the topic, "Know Yourself" which discussed about knowing ourselves as teachers that includes continuous reflection on our teaching practices, strengths, areas for growth, and the impact we have on our students' learning journeys. The session discussed how It requires an awareness of your biases, values, and motivations to ensure that you create an inclusive and fair classroom environment. Self-awareness as a teacher was also emphasised in this session which means being open to feedback and willing to adapt your methods to meet the diverse needs of your students effectively.

Next four sessions was conducted by Ms Nissamol NM. The First class was on 25 May 2022 which discussed on the topic, "Research for a Professional Growth". This session delved into educational studies of teachers and how they can apply these findings to improve teaching practices and student learning. It also discussed how this enables teachers to stay updated with the latest pedagogical advancements and innovative instructional strategies. The importance of engaging in action research within their own classrooms were also discussed in this session. The need for collaborative research projects with peers which enables the exchange of ideas and foster a supportive professional community were also emphasised.

On the next day (26th May 2022), Ms. Nissamol conducted an insightful session on "Technology and Educational Research," highlighting the transformative impact of digital tools in modern education. She emphasized the importance of integrating technology to enhance data collection, analysis, and the dissemination of research findings, making research more accessible and actionable for educators. The session also explored various tech-driven methodologies that facilitate innovative and effective educational practices, underscoring the synergy between technology and research in driving educational advancement.

Third class was conducted on 27th May 2022 on the topic, "New Trends in Educational Research". In this session Ms. Nissamol provided an overview of the latest methodologies and approaches shaping the field. She discussed the growing emphasis on interdisciplinary research, the use of big data and analytics to inform educational practices, and the increasing role of technology in facilitating innovative research methods. The session highlighted how these trends are driving more effective and inclusive educational strategies, ultimately aiming to enhance learning outcomes and equity in education.

  
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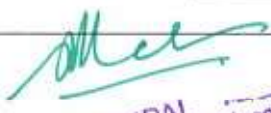
Fourth class was scheduled on 29th May 2022 which was on the topic, "Research Based Teacher Education". This session emphasized the critical role of integrating research into teacher training programs. Ms. Nissamol highlighted how evidence-based practices can inform instructional strategies, curriculum design, and classroom management techniques, leading to more effective teaching. The session underscored the importance of teachers being active consumers and producers of research to foster a culture of continuous professional growth and improved student outcomes.



**Dr Sijimol S conducting seminar related to "Teacher as a Researcher"  
21<sup>st</sup> May to 24<sup>th</sup> May 2022**



**Ms. Nissamol Maria Mathews conducting seminar related to "Teacher as a  
Researcher" 25<sup>th</sup> May to 29<sup>th</sup> May 2022**

  
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## TECHNO PEDAGOGICAL TOOLS

Sree Narayana College for Education has conducted a seminar about the topic Techno Pedagogical Tools at college on 4th September 2021 at 10 am. This seminar is conducted to give an in-depth awareness about pedagogical tools that is related to the technology and the seminar was taken by Ms. Nissamol Mariya Mathews, Assistant Professor of English, SN College of Education, Muvattupuzha. The teacher orientation session introduced techno-pedagogical tools, emphasizing their role in enhancing teaching and learning experiences through technology integration. Educators were briefed on a variety of tools such as interactive whiteboards, educational apps, and learning management systems, highlighting their potential to engage students and facilitate personalized learning. The session aimed to empower teachers with the knowledge and skills needed to effectively leverage these tools in their instructional practices to meet the diverse needs of students.



**Session techno-pedagogical tools taken by Ms. Nissamol  
Maria Mathews 4<sup>th</sup> September 2021**

  
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## INTRODUCING SPSS

For the teaching staff of Sree Narayana College of Education, the college authority had initiated an effective class which introduced SPSS to the teachers on 9th August 2021. The session started at 10 am. The class made the teachers familiar with the software SPSS (Statistical Package for the Social sciences), reflecting the original market, then late changed to Statistical Product and Services Solutions. The session was held out by Dr. Jisha Joy, Assistant Professor of SN College of Education, Muvattupuzha. Session introduced SPSS software, emphasizing its importance as a statistical analysis tool for educational research. Educators were guided through the basic functionalities of SPSS, including data entry, manipulation, and analysis, to facilitate evidence-based decision-making in education. The session aimed to equip teachers with the skills necessary to utilize SPSS effectively in conducting research and interpreting data to inform instructional practices.



**Session SPSS software led by Dr. Jisha Joy**

**On 9<sup>th</sup> August 2021**

  
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## **RESEARCH ETHICS**

On 12th July 2021, a productive session based on Research Ethics was held for the teaching faculty of Sree Narayana College of Education by the college authority. The session began at 10 am. It helped the teachers to know about importance of research ethics and adhere to them in order to protect the dignity, rights and welfare of research participants. The session was successfully completed by Mr. Teena Baby, Assistant Professor of General Education, SN College of Education, Muvattupuzha. Educators were briefed on ethical considerations when conducting research involving students, colleagues, or educational data, including informed consent, data privacy, and avoidance of bias. The session aimed to equip teachers with a clear understanding of research ethics to ensure the ethical conduct of educational research and promote trust and credibility in the field.



**Session about importance of research ethics led by Teena Baby**

**On 12<sup>th</sup> July 2021**

  
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