

“All undergraduate students in all higher institution should experience learning through and about research and inquiry.”

Healey and Jenkins 2003

Institution believes that learning through inquiry contributes in developing research skills and thereby making learning more meaningful. The course content in the syllabus has in-built elements of research activities spread throughout. However, going beyond prescribed syllabus, institution strives for training students for research informed teaching-learning practices keeping following objectives in mind:

- To develop inquiry skills through curricular and extra-curricular activities
- To develop skills to review other's researches
- To develop understanding of doing research

Curriculum Transaction

The entire curriculum is researched by teaching staff through brainstorming to identify connects and correlations between the theory papers and also between theory and practicum. This helps the teacher to avoid unnecessary repetition due to overlapping and make curriculum transaction more meaningful and holistic in nature.

Facilitating learning of the syllabus course through inquiry

Staff uses different research-based strategies and methods like flipped classroom, cooperative learning and other problem-based learning, seminars, etc. that require lot of inquiry to the problem or challenge posed. Such contextual learning helps student-teachers to develop understanding of the content through self-inquiry and also to use it in their practice-teaching.

Different workshops conducted for students culminate in the product based on their understanding. This ensures application of theory in developing learning resources, presentations, etc.

During Practice teaching students create their reflective diaries on the observations made on curricular and co-curricular activities carried out in schools. This data is used to identify the hidden curriculum of each school that is implemented to realize its vision.

The interviews taken in the school of children of special abilities are collated by teachers and common characteristics and efforts that schools take towards their better inclusion are analysed.

Students are exposed to research related activities as follows:

Theme-based Assembly

Institution provides sufficient time for the assembly in the time table. Students take up the theme either based on the important day or week or any environmental or social issues and research on it in group and identify the oath, prayer and the research article from the library for presenting in the classroom. Reflective discussion follows after the presentation. The group write the report of the entire session and submit to the college.

The entire process thus makes them familiar with the research language, format of conducting and reporting.

Action research

Every student conducts an action research on the felt need in school by following all the steps of the research required, writes the report and presents in the college in the form of Viva-Voce.

Institution has converted this university required activity into a **co-research project** whereby staff and the group of students are involved in the action research. For example, brainstorming the theme and questionnaire is developed and the implementation takes place on an individual level at different allotted schools. Students carry out analysis and interpretation on the individually collected data and complete the task.

Teacher's contribution in the research is in the preparation stage and then combining the data of all the students to carry out analysis on a different level.

Students are given opportunities to participate and present research paper in other institution.

Students' research reports are published on college website.

Value Added Courses

Institution offers value added courses like, YOGA training, Phonetic, etc. which are well researched by using need analysis, testing students' achievement

levels through feedback and achievement tests so as to keep the scope open for further improvement.

Co-curricular activities

Most of the co-curricular activities and competitions, guest lectures are analysed through feedback given by the students and participants.

Research activities by teaching faculty:

Teacher educators of the Institution too are active in research practices in the following ways:

- Perusing Ph.D.
- Writing research papers for seminars, journals
- Analysing feedbacks on every activities for further improvement
- Collating students' action research data into mega data to use as need survey and convert into research paper

Perspective Plan:

Institution strives to establish the research centre in the Institution for conducting different research related activities as follows:

- Guiding Ph.D. students by getting approval for Ph.D. centre
- Connecting and collaborating to research community through conferences and seminars at national and international levels
- Organizing guest lectures and workshops on the research-related themes at regular intervals

2017-2018

The Institution organised a State Level Seminar on 'Contribution of Women in Nation Building: Creating the Momentum for Social Inclusion' on 10th March 2018, which was based purely on research. The participants carried our research for which they were trained before and during the seminar on nuances of research.

Students bagged a research project sponsored by ORF to create a Facebook for the purpose of spreading awareness about religious tolerance.

Students were thoroughly trained to carry out Action Research as a part of syllabus requirement. But they were provided with the opportunity to conduct research in right direction by attending training workshops on understanding concept and procedure of Action Research. Students used ICT to do online surveys using Google Form. Their work will soon be compiled and will be shared with practice teaching schools and other stakeholders.

Students are on a regular basis visit library to carry out many learning activities using the resources one of them is research article survey that are presented during theme based assembly or in the library itself as part of the venture of the librarian under the title of learning through library.

Study circle, PBL, 5E's, etc. are the strategies that are based on constructivist approach and that needs research skills to learn any subject matter is the regular practice in the Institution.

2018-2019:

The Institution organised the National Level Seminar on '**Ethical Education in Present Scenario – Integration in the Curriculum**' which was again based on the inquiry. Participants were provided with the online training using Google classroom on curriculum development with some examples of integration of ethical aspects. The seminar had eminent resource persons from around nation who presented varied perspectives of curriculum development integrating ethical education. Participants, post seminar developed models of curriculum in their respective subject areas and showcased how ethical education can be incorporated to develop decision-making abilities in learners.

The students were provided a short-term course on **Basics of Research Methodology** wherein they were trained in research language and the different aspects of research process and reporting. Thereafter, elaborate training on Action Research was followed that helped them critically understand the process of carrying out research activities as part of their syllabus requirement in the 4th Semester.

The staff and students were encouraged to participate and present research papers in National and International level seminars and conferences. A group of students participated in the Action Research Orientation programme in one of the practice teaching schools.

Every practice teaching group present a research review on the theme of the week during weekly assemblies. Again as part of the **learning through library** each student has to refer to journals and research articles from different publications and present and write the review.