

# **SREE NARAYANA TRAINING COLLEGE**

**Nedunganda , Varkala**

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## ***NATIONAL WEBINAR SERIES***

**"INTELLIGENTIA BEYOND DISCIPLINES: CROSS-DISCIPLINARY  
COLLABORATION IN EDUCATION 2024-25."**

**REPORT**

## SESSION 3

### GETTING STARTED WITH YOUR B.ED MINOR RESEARCH PROJECT

**Date & Time:** 07/05/2025 | 7:00 P.M.

**Session:** National Webinar Series – Phase IV, Session 3

**Resource Person:** Dr. Sameer Babu M., Associate Professor, Department of Educational Studies, Jamia Millia Islamia (Central University), New Delhi

The Internal Quality Assurance Cell (IQAC) of Sree Narayana Training College, Nedunganda, Varkala, successfully organized the third session of its National Webinar Series on 7th May 2025 at 7:00 PM. The session was titled “*Getting Started with Your B.Ed Minor Research Project*” and was conducted through an online platform. The resource person for the session was **Dr. Sameer Babu M.**, Associate Professor at the Department of Educational Studies, Jamia Millia Islamia (Central University), New Delhi. The webinar aimed to provide foundational insights and practical guidance for B.Ed students beginning their minor research projects.

The programme commenced with a prayer led by Ms. Praveena V. from the Department of Mathematics, setting a solemn tone for the academic event. This was followed by a warm welcome speech by Dr. Chitra S., Associate Professor at SNTC, who briefly introduced the objective of the session. The Presidential Address was delivered by Prof. (Dr.) Sheeba P., the Principal of SNTC, who emphasized the importance of research in teacher education and commended the relevance of the chosen topic. The theme presentation was taken up by Dr. Sameer Babu M., while the session concluded with the vote of thanks proposed by Ms. Sandra Santhosh from the Department of Natural Science.

Dr. Sameer Babu initiated the session by introducing the concept of research in the B.Ed curriculum, explaining its role in fostering analytical thinking and problem-solving among future educators. He stressed the importance of adopting a scientific approach in educational research and demystified the idea of a "minor research project" by contextualizing it within classroom-based inquiries. His opening remarks aimed at reducing the anxiety often associated with research among beginner-level students.

The core of his presentation was a detailed, step-by-step explanation of the research process. He began by guiding participants on how to identify a research problem, encouraging them to observe challenges within their teaching-learning environment. Using relatable examples such as the "effectiveness of ICT tools in science classrooms" and "the impact of storytelling in language acquisition," he demonstrated how to transform everyday classroom observations into research-worthy questions. Following this, he delved into the importance of conducting a thorough review of related literature. He provided a live demonstration of how to

navigate and extract scholarly material from online platforms such as Google Scholar, ResearchGate, and various institutional repositories.

Moving ahead, Dr. Sameer elaborated on the formulation of research objectives and hypotheses. He explained how objectives should be specific and achievable, and how hypotheses, where applicable, could be framed to reflect assumptions drawn from the literature review. He then addressed research design and methodology, distinguishing clearly between qualitative, quantitative, and mixed-method approaches. Practical guidance was offered on selecting sampling methods, designing research tools, and applying them appropriately based on the nature of the study.

In the segment on data collection and analysis, the speaker outlined techniques like surveys, interviews, and observations. He explained how data could be organized using simple coding and tabulation techniques. A key highlight of the session was the introduction to **PRISMA** (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). Dr. Sameer effectively explained how PRISMA could help students systematically review existing literature, and he introduced the PRISMA flowchart as a valuable tool for documenting the search and selection process.

He further introduced students to a range of online research tools to enhance the quality and ease of their projects. These included PRISMA for literature review, Google Scholar for sourcing scholarly articles, and ResearchGate for networking with researchers and accessing publications.

Topic selection was another area where Dr. Sameer offered deep insights. He encouraged students to select topics that were not only original but also practically relevant and feasible. Some of the suggested topics included "Effect of Flipped Classrooms on Student Engagement in Science," "Use of Concept Mapping in Social Science Teaching," and "Inclusive Practices in Primary Education." His

advice was to derive topics from the students' own teaching practice, thereby ensuring authenticity and personal engagement in the research.

The session concluded with an interactive doubt-clearing session, which was lively and engaging. Students raised queries related to framing research questions, writing objectives, using online tools, and handling data. Dr. Sameer responded to each query with clarity and patience, reinforcing key concepts with additional examples where necessary. This segment of the session further enriched the learning experience and helped students resolve their practical concerns.

In conclusion, the webinar was a resounding success, both in terms of participation and academic value. Dr. Sameer Babu's presentation was not only comprehensive and methodically structured but also highly engaging and accessible. He broke down complex research steps into understandable segments and illustrated them with classroom-relevant examples. The use of modern digital tools and resources added further depth to the session.

Feedback from participants was overwhelmingly positive. Many appreciated the resource person's ability to simplify difficult concepts and his practical orientation toward research. The session served as an excellent foundation for B.Ed students to confidently embark on their minor research projects and set a high benchmark for subsequent webinars in the series.



**PRINCIPAL**  
Sree Narayana Training College  
Nedunganda, Pin: 695307