

SXIE COMMUNITY WORK REPORT
2020-2021
ONLINE BUDDY SYSTEM COMMUNITY EXPERIENCE
15th April,2021-19th April,2021
F.Y.B.ED. & S.Y.B.ED.

For detailed Concept, Program design and objectives the booklet on community work can be referred to.

A booklet of Community work created for complete information and guidelines is attached.

Link

<https://drive.google.com/file/d/11bvCFTIEpst50uU6sJyqM-h85duIxO-B/view?usp=sharing>

PROGRAM IN NUTSHELL

The **following tasks** were carried out for organizing the community work under 3 heads :

PRE-COMMUNITY WORK

- Planning at the level of staff-in-charges and Fr. Noel in -charge of Snehasadan
- Presentation to staff-in-charges in the staff meeting
- Presentation to the College Development Cell, SXIE
- Orientation to students about the program
- Formation of student coordinators for each group
- Coordinating with each community centre to fix the time and activities
- Preparing a timetable for the activity
- Allocation of students' groups (buddy system) and staff-in-charges to community centre. The students from F.Y.B.Ed. and S.Y.B.Ed. were paired together, where the S.Y.B.Ed. students who already know the centre, can acquaint the F.Y.B.Ed. students on the context of each centre. The S.Y.B.Ed. students also mentored the F.Y.B.Ed. students on tools for online interaction.
- The centre of Snehasadan has different houses in Jogeshwari and Andheri band, and are numbered as houses. As there are 8 faculty members , 8 different houses of the centres were selected. The SY were sent to the same houses as their first semester, except for one new group formed to make it 8 groups and FY students were allotted to the 8 houses as they were enrolled to the College. (Details in the booklet)

In this way though unconventional, an unique way was designed to make online community work meaningful and a contextual learning experience.

DURING COMMUNITY WORK

- Conduct of the program, customized to each centre
- Google LMS created to upload the daily reflections and the customized learning resources created for each centre. The assignment section for uploading daily records, reflections and learning resources was also made.

POST COMMUNITY WORK

- Appreciation and gratitude on last day of the program
- Feedback taken from students as well from the centre in charges
- Overall reflections submitted
- Completed learning resources per group submitted as per directions and orientation.

REVIEW OF THE PROGRAM

The faculty coordinators were in touch with each at every planning stage.

Revision of plans and improvements were done as per the need and any new challenge faced was discussed and tackled. Introductory correspondence via telephone was made to each centre house allotted for the community work and discussions on the program schedule was done and timings and format of work was decided .

Review meetings were held with the student coordinator leaders mid-way as well as when required.

REFLECTION

The pre-planning, brainstorming and meticulous documentation is required for success of any program. Being online, one has to more open to handle miscommunication, and unnecessary anxiety by some students and make points well clarified, as we experienced once with misunderstanding of the learning resources, although written correspondence was done with live orientation . Written matter prepared makes documentation easy and smooth.

Cooperation from all stakeholders s needed to organise such a program which is online and virtual.

The students were bonded well with the buddy system. SY grew in learning as mentors and guide and FY learnt quickly and humbly. The new students were ready to take up new challenges as they had motivation and support from the senior students' experiences.

The faculty too cooperated and were adjusting to whichever time slot was available. They encouraged, guided and motivated the students through the program.

FEEDBACK FROM STAKEHOLDERS:

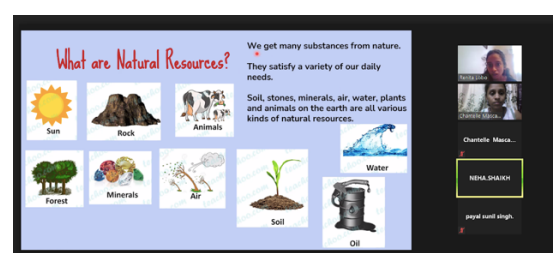
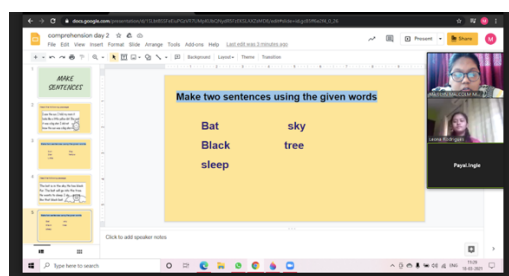
Attributes/Skill Development: Theme integration, sensitivity to diverse learners, fostering social responsibility dimensions were shown as enhanced from average of 71 percentage. Skill of creating learning resources and introspection were developed at an average of 60 percent.

In open ended questions difference in SY and FY perspectives is seen especially regarding making learning resources. SY could compare physical with online community work due to their past experience.

Buddy system: This area was unanimously appreciated by both batches. Both batches have indicated that through buddy system- teamwork, sharing of ideas, collaborating resources and enabling leadership have been developed. SY students were motivating and supportive to the FY students and they were eager and willing to learn from SY students so the buddy system or peer mentoring displayed the transaction and enrichment of skills of communications, making of learning resources and contributing to the community. Suggestions and critical reflections from SY students indicated: Technology connect, sensitivity to the context of the inmates, over work in form of making learning resources, more coordination in planning virtual online work.

LEARNING OUTCOMES

- Learnt the use of Online tools for interaction with the inmates (Self made videos, Customised powerpoint, Jamboard etc.)
- Developed skill of online communication with the inmates of the community centre
- Application of Jesuit ethos and Universal Apostolic Preferences in the community centre
- Experienced Collaborative teaching-learning while doing the community work
- Developed understanding of the relationship between context and teaching-learning methods
- Developed values of empathy and cooperation through the buddy system.



Sample pictures of online community work in action.

The Coordinators would like to thank the Principal, the faculty and both the batches of B.Ed. for making this adaptability service-oriented and meaningful.