

## ST. XAVIER'S INSTITUTE OF EDUCATION

### QUALITY ASSURANCE 2015-2016

The educational practices at St Xavier's Institute of Education, are in keeping with its vision & mission. The institute continues to take efforts to improve its practices regularly. The following sections are a highlight of the efforts in this direction.

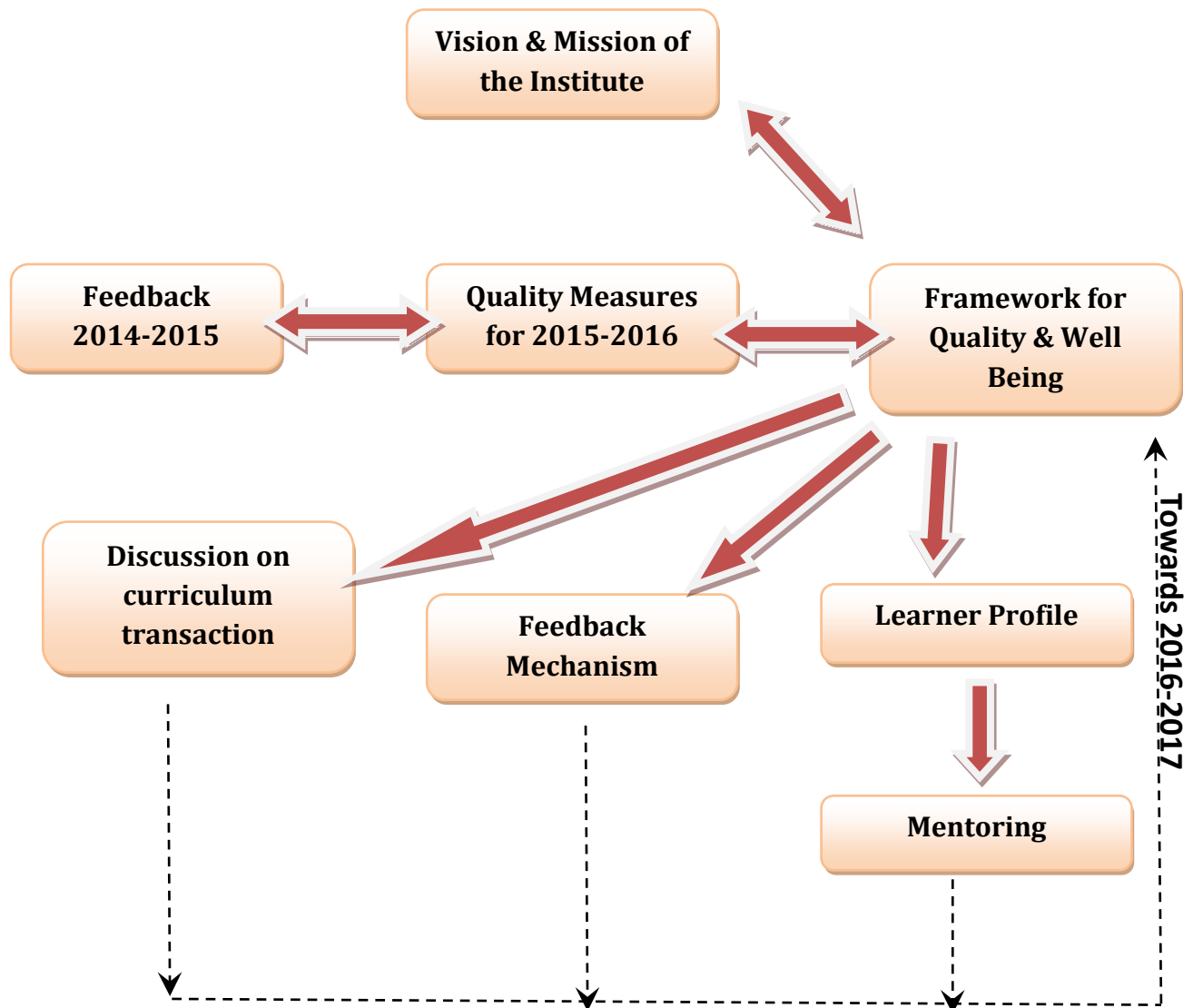
#### **SECTION A: Outcome of the IQAC (internal college-level) meeting**

St Xavier's Institute of Education endeavours to adopt quality measures based on the assessment and appraisal of the previous academic year in line with its vision and mission. This academic year too, the institute decided on quality initiatives on the basis of feedback obtained from alumni, parents, students, practice teaching schools and community centres. The students being the main stakeholders, feedback was sought from them on the following dimensions of Total Quality Management: -human resource management, operating procedures, quality policy, services of suppliers, technology utilization, training, quality culture and quality information system. The findings of the feedback (2014-2015) stimulated the development of a framework for 'Quality & Well Being' for the year 2015-2016 at the IQAC (Internal – College Level) meeting. The framework was based on the institute's stronghold of Ignatian Pedagogical Paradigm consisting of context, experience, action and reflection. The main features of the IQAC (Internal – College Level) meeting held on 12<sup>th</sup> and 13<sup>th</sup> January 2016 were:

- Presentation of **learner profile** analysis was made.
- A workshop on theoretical basis of '**Quality & Well Being**' was conducted by the Principal. Several theories highlighting the importance and ways of achieving quality and well-being were presented. Meaning of 'well-being' was understood in the light of the definition given by WHO. This definition was **operationalised** for the use at the institute to include; 'well-being is a state of mind in which every individual at the institute is able to realise his or her own abilities, cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community and transform society.' The Principal focused on how the 'Having, Loving and Being' components of 'School Well-Being Model' as given in the Sociological Theory of Welfare could be adopted towards achieving the vision and mission of the institute.
- **Deliberations among the staff** on the use of strategies for curriculum transaction based on the framework of 'Quality & Well Being' was made.
- Course wise presentations by the staff members on **adoption of strategies** was made in line with the framework, in the presence of the Principal and Manager. Suggestions that emerged were thus incorporated.

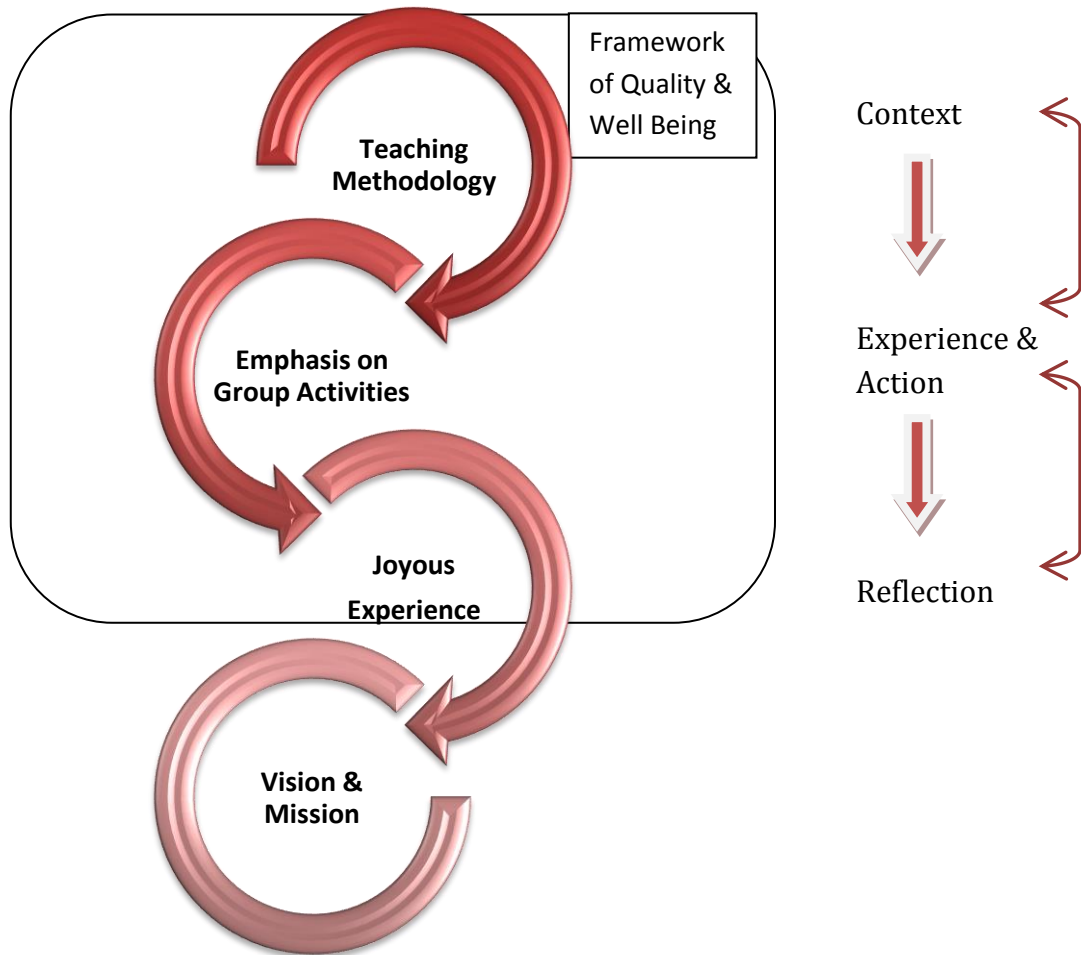
The framework led to the process of continued learner profiling, improved feedback mechanism and discussion on curriculum transaction. Development of learner profile was an initiative for well structured and meaningful mentoring practices. This is represented in a diagrammatic form as follows:

**Diagrammatic Representation of the development of Quality Initiatives for the year 2015-2016**



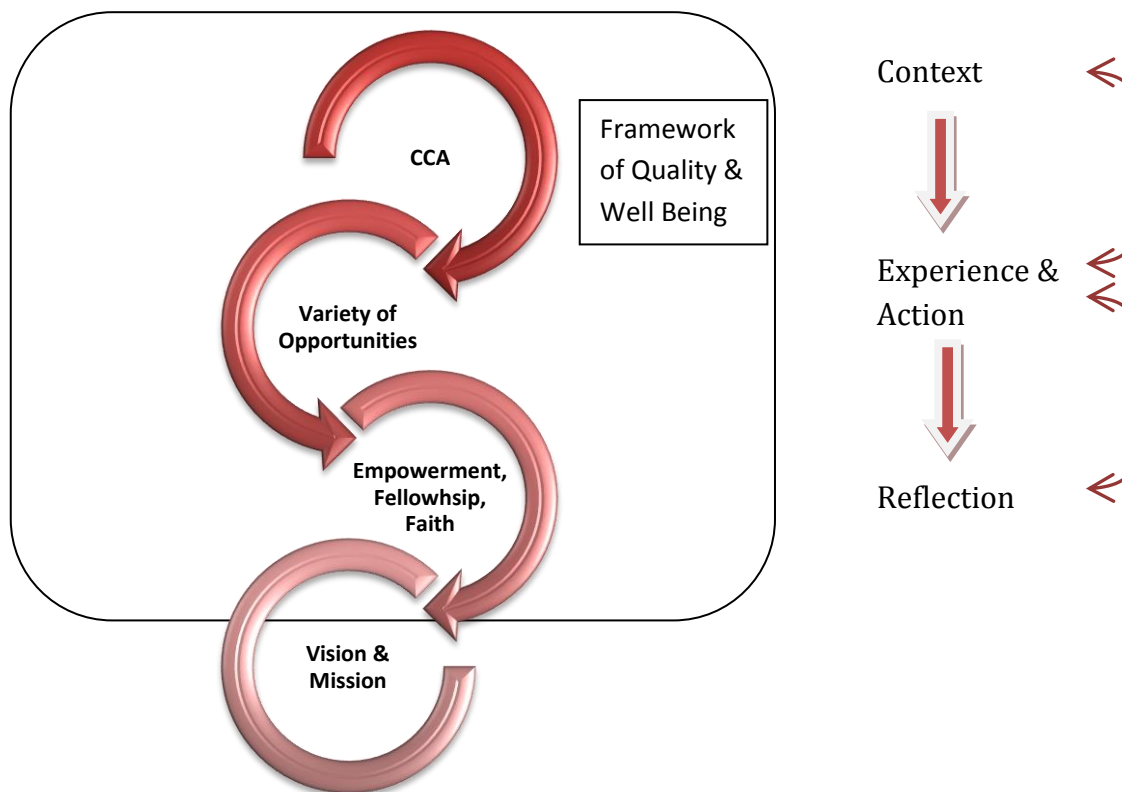
The B.Ed. course involves two major components: **theory and practicum**. The institute took initiatives to include activities within the framework of 'Quality & Well Being' to achieve the vision and mission of the institute. This is represented in the following diagrammatic form:

**Diagrammatic Representation of activities adopted in line with the framework for the theory component of the course**



The theory component is transacted through different teaching methods. The staff members tried various teaching methods in the class including group activities. The students have indicated in their responses in the learner profile that they enjoy working in groups. These classroom activities would **support fruitful interaction** and provide a **joyous experience** in the teaching learning process. The experience would help the learners be in a **receptive state of mind** ensuring a productive classroom environment. Thus the well-being of the learners is kept in mind while planning instructions as also moving towards achieving the vision of the institute.

**Diagrammatic Representation of activities adopted in line with the framework for the practicum component of the course**

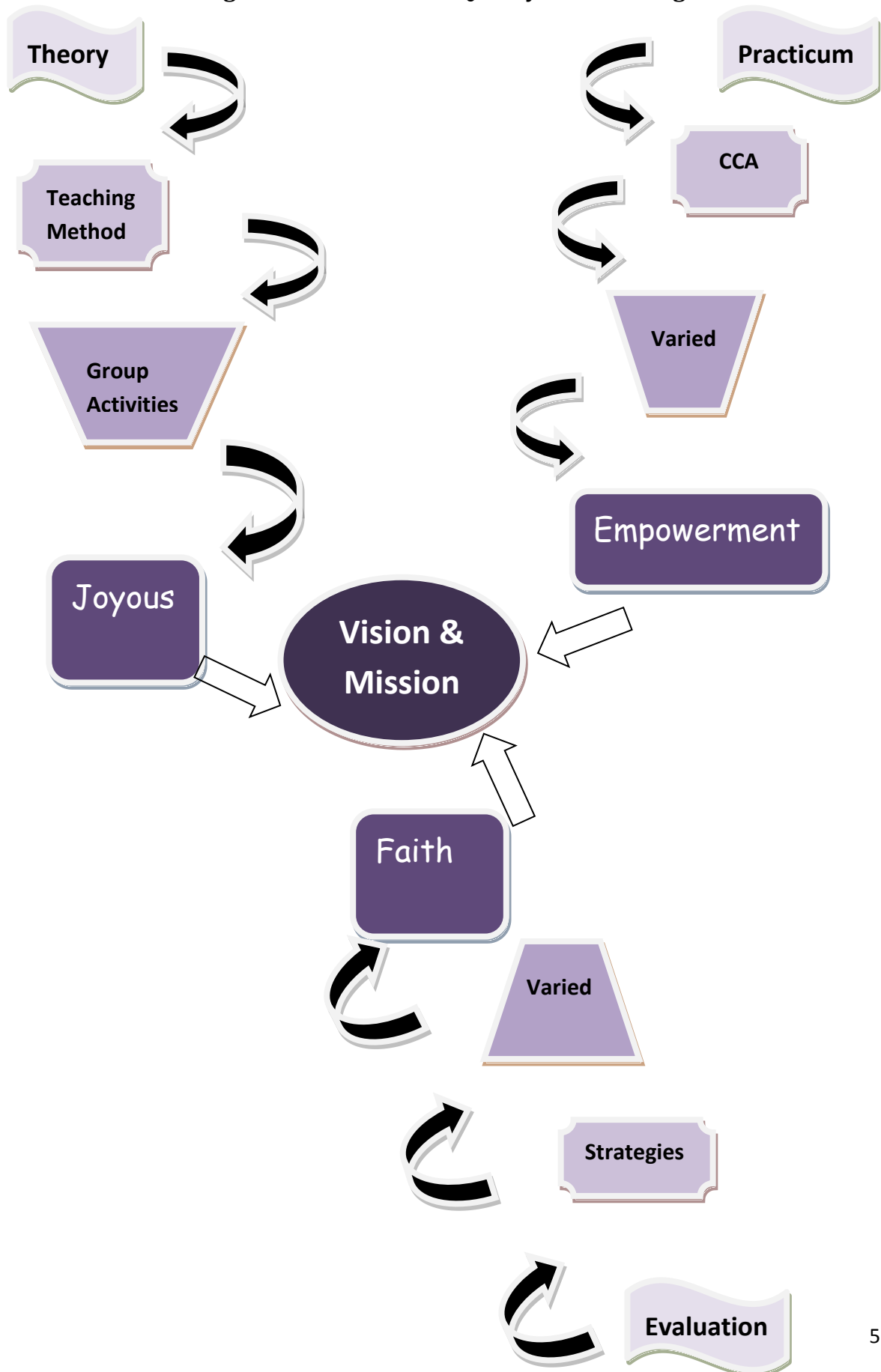


The conduction of Co-Curricular Activities (CCA) is a part of practicum aspect of the course. The institute took efforts to accommodate different types of CCA (Preparation and exhibition of instructional aids, canteen day and celebration of Talent's Day) in the timetable. The students participated and were marked for all the activities. The activity which the students performed best at was selected for their assessment criteria. This would help them **realize their abilities** and better **cope with stressful conditions**. It would also **empower** the students to strive in their field of interest and contribute towards **community building**.

Another significant feature of the practicum aspect is the community work that are organized in the form of **rural camps** at the institute. These activities and other non-mandatory activities like the conduction of **indoor games** support a culture of **fellowship** among the students. It gives vent to their inner potentials as also help them **relax**.

Allowing students **different avenues or ways of being assessed** is one more feature that emerges in the context. Such **supportive** ways would help students develop **faith** in themselves as well as the system.

**BIRDS EYE VIEW OF SECTION A**  
**(Achieving the Vision & Mission in the**  
**Light of Framework of 'Quality & Well Being')**



The examples provided for the theory and practicum component are representative of the initiatives taken by the institute in enhancing quality measures for its functioning in line with the adopted framework of 'Quality & Well Being'. The other measures taken by the institute in the same light are highlighted section B. The points are arranged under the NAAC criteria parameters in order to ensure all the areas of work are included.

## **SECTION B: Measures Taken By the Institute**

### **1. Curricular Aspects**

- Involvement of staff members in curriculum framing and orientation- Every staff member was involved in the framing of the two-year B.Ed. curriculum. Staff members were also involved in the orientations conducted for the various elements of the new B.Ed. program.
- Course wise Semester planning for curricular and co-curricular activities – The team of staff members teaching a particular course drew up semester plans for transacting the course. Reference materials were also provided for each course. They put up the course details with their USP (Unique Selling Point/s) on a separate webpage of the college website.
- Teacher enrichment Add on Programme for student teachers – The institute continues with its 3- Credit Teacher Enrichment Add-on Program offering courses to enhance their teacher competence.
- Feedback obtained from students on various activities – Students were asked to provide feedback on the various activities such as Exhibition of Instructional Resources; Canteen; Community Work
- Feedback obtained from parents and alumni – Parents were encouraged to give written as well as oral feedback/suggestions at the Parent Teacher Meet – INTERACT. At the Alumni meet too feedback was obtained from the past students.

### **2. Teaching Learning & Evaluation**

- Each staff member submitted a year plan, to identify the **teaching methods** to be adopted while teaching their respective units. This would support better planning and preparation for the class discussion. Among the various teaching methods adopted and would be adopted include; group activities, team teaching, workshops, flipped classroom approach, film review/analysis, reflective writing, debates, story board, case study, cooperative learning strategies, activity based and ICT based strategies including LMS. The students enjoyed the group activities as also indicated in the responses in their learner profiles. The

instructional processes are geared to develop reflective thinking and practice both individually and in groups. The year plans were reviewed and revised based on the framework of quality and well-being, which is an outcome of the internal IQAC meeting.

- Faculty exchange program is continued this year too.
- A list of **references** with the presentations for each course is uploaded on the website for students to view.
- **Library work** is scheduled on the time table to facilitate students to manage time more effectively.
- Instructions for **assignments** are discussed by the staff members before giving it to the students. The assignment periods allotted on the timetable are **guided** by the staff members.
- Submissions of **assignments and essay** dates are informed well in advance on the timetable to help students better their performance.
- The criteria for **internship** being different in the two year program, it required detailing of the activities, follow up with schools and clear instructions for an enriching month long experience. This was achieved through participative interactions among the staff members.
- In order to provide practice for appearing at the external examinations, class tests as well as **prelim exams** were conducted at the institute.
- **Evaluation of community work** was conducted with the involvement of staff members at every rural camp centre. Feedback was obtained from the community centers. The students were given input on conducting **social analysis** and interpreting the results as well by the Manager. Student reports thus highlighted the interrelation among the various dimensions of social analysis.
- **Criteria for evaluation/Performance Indicators** of different activities (assignment in each course, internship, co-curricular activities, book review) were informed to the students well in advance.
- Students were apprised of their performance at **Semester end feedback** session. At this session, each student was individually guided with respect to their internal assessment and expected external assessment scores. This was done in the presence of the Principal and students mentor by the staff in charge for internal assessment. The students were encouraged to identify a plan of action to improve their results.

### 3. Research Consultancy & Extension

#### 1. Research

##### A. Faculty

UGC sponsored Minor Research fellowship was awarded to Six Teaching faculty

1. Dr.Sybil Thomas, Ms.Kalpna Chavan & Dr. Bijoy K. Thomas: Development and Impact of a Reflective Course Packages for Capturing Pre Service Teachers Beliefs and Approaches on Teaching and Learning- A Mixed Method Study
2. Dr.Geeta Shetty: A Study of the Effectiveness of the Bachelor of Education (B.Ed.) Curriculum in developing Global Orientation among Pre-service teachers.
3. Dr. Vini Sebastian: Perception of parental involvement and the nature of the curriculum transaction in SSC and ICSE schools in relation to the academic motivation of the students in Std 9 in the city of Mumbai and Navi Mumbai
4. Dr. Rashida Kapadia: A Study of teachers' philosophy of Mathematics, Teaching Style and Significance of Language in teaching of Mathematics

ICSSR sponsored Research fellowship was awarded to one Teaching faculty

1. Ms. Priti Sivaramakrishnan: A study of self esteem of secondary school students in relation to their perceived parenting style and perceived teacher's interpersonal behaviour.

### **B. Students**

Provide opportunity to the students to develop research oriented behaviour

- a. Reference materials for each topic are provided.
- b. Deliberate attempt to make use of online and offline journal resources along with their course study.
- c. Discussion and reflection on research based article in the class.
- d. The level of assignments and task completion in certain courses raised to the level of action research.
- e. Encouraging the students to use library by providing library periods in the timetable.
- f. Social analysis was conducted as a part of community/rural camp program. This research based analysis acted as a pre-requisite for developing appreciation among the students for community work.

### **2. Consultancy**

- a. One day workshop on 'Transforming Teaching through Ignatian Pedagogical Paradigm' was organised by the College for School teachers.
- b. Faculty members are invited as resource persons for various academic activities in the University, UGC Academic Staff College, colleges etc.
- c. Convenor for two courses for two year B.Ed. program of University of Mumbai.
- d. Convenor for programs of DPSE (Diploma in Pre-Service Education) and B.Ed. M.Ed. Integrated course for Univeristy of Mumbai.

### **3. Extension**

- a. Rural camp Program was organised by the college  
Rural camp centres were: Shirpur, Nandurbar, Dharampur
- b. Community Service program was arranged in collaboration with REAP  
Community centre: REAP, Ghatkopar (E).
- c. Invited children of Asha Daan, Missionaries of Charity, Byculla to celebrate Christmas and donated gift articles for the centre.



#### 4. Infrastructure and Learning Resources

- Addition of rooms for Instruction of Pedagogy – Additional rooms were provided for instruction on pedagogy and also for preparation of teaching learning resources.
- All method laboratories have worked towards addition of learning resources including e-resources as well. Students were encouraged to use these resources during their internship and thus enrich their school experience.
- Music, Art and Craft room- This room was designed keeping in mind the development of aesthetic abilities of the students.
- Up gradation of the Library (SLIM21 software) - The Library is updated and contemporary software has been included for ease of access. Web – OPAC facilities have been provided to the students.
- Addition of computers, MI Board – Computers were purchased for administrative functioning as well as for instructional and evaluation purposes. MI Board has been installed for enhanced teaching and learning.

#### 5. Student Support & Progression

- **Mentoring** as an activity was focused upon right from the start of the course. It involved preparation of learner profile and its analysis, as well as regular mentoring periods on the time table.
- **Time table** was prepared for a month indicating, the days with submissions, tests and number of lectures taken as well as required per course. This ensured timely completion of every activity as per the university requirements.
- Offering the **Teacher Enrichment Add on Program (TEAP)** as well as the course on global understanding with **East Carolina University** was continued.
- **Special workshops** on e-learning, communication & presentation skills, paper recycling, Cooperative Learning were conducted. **Visits** by method clubs were also conducted.
- Sessions on Women Empowerment , Child Abuse and Anti-ragging were conducted.
- The rural camp exposure was enhanced with an outlook of **social analysis**.
- **Co-curricular activities** of varied nature were conducted for student progress; organization of Pedagogy-wise interdisciplinary and multicultural canteen highlighting the correlation among various subjects, celebrating Diwali as a Talents' Day event and setting up an exhibition of instructional aids prepared by the students followed by release of a newsletter on the same.
- **Student Council** activities were continued this year.
- **Feedback** was sought at semester end by the students, as well as by the parents at the Parent Teacher Meet in order to enhance student experience at the institute.

## **6. Governance, Leadership and Management**

1. The framework for the entire governance of the institution is based on the theme “Quality and Well being”, which are reflected in the vision and mission of the institution.
2. IQAC (internal- college level) meeting was conducted based on the theme “ Quality and Well Being”
3. Democratic and participative decision making process is adopted.
4. Course wise meetings are organised for the planning and transaction of curriculum.
5. Provide access to Open Journal Resources and online portal service for knowledge management.
6. Learner profile analysis for mentoring
7. Website is updated regularly and the institutional email ID is continued to ensure Paper free /environment friendly dissemination of information.
8. Feedback mechanism: From parents, Community centres, Alumni and students.
9. Updated the technology by implementing LAN network.

## **7. Innovations and Best Practices**

- Adoption of the ‘Quality and Well Being’ Framework towards achieving the vision and mission of the institute at all levels.
- Mentoring – this year Mentoring has been started right at the beginning and done in a more focused and structured manner. Mentoring slots are scheduled on the timetable, learner data is collected, analyzed and profiling is done. Academic performance and learner behaviour is closely monitored for more effective mentoring.
- Performance Indicators developed by teachers for assessment of assignments and activities – Staff members in charge of assignments/activities developed key performance indicators and provided them to the students in advance to guide them.
- This year daily news headlines were incorporated in the assemblies enhancing the format of morning assembly.
- Attendance- Student regularity was ensured by taking attendance for every class in every course.
- Providing access to students to the Blue prints and scoring keys of the various exams conducted at the Institute. These were made available in the library. It also helped the staff in giving feedback to the class after the test / exam.
- Co-curricular Activities – The institute organized variety of activities based on the student’s interest and predisposition to provide greater opportunities to students to better their performance.