

**ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI**

NAAC Reaccredited with 'A' Grade, 2016



**ANNUAL REPORT
2019- 20**

THEME: BUILDING A HOPE FILLED FUTURE

VISION AND MISSION STATEMENT

Our Vision

“Joyous, Creative Teacher Education”

Our Mission

*To Provide Quality Education
For Empowerment and Enlightenment
To create a just and humane society
And strive to build a world of
Faith, Freedom and Fellowship
For God's Greater Glory*

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1 ABOUT THE INSTITUTE

St.Xavier's Institute of Education was established in the year 1953 with the vision of Joyous Creative Teacher Education. The College is affiliated to the University of Mumbai. Both, curricular and co-curricular activities organized in this year reflected the Vision and Mission of the college.

2 RECENT DEVELOPMENT OF INSTITUTE

AUTONOMY: St. Xavier's Institute of Education had applied for Autonomy during the year 2019-2020. The visit by the UGC constituted Expert Committee was initially scheduled on 7th and 8th April, 2020 and was later changed to 5th and 6th April, 2020. We were informed about the dates of visit in the month of February. While the institute commenced its preparations for the visit, the Lockdown was announced. This led to the postponement of the visit to a later date that has yet to be decided by the UGC. The lockdown has thus put the Autonomy efforts at bay.

RUSA:

Our institution was sanctioned the 2 crore RUSA 2.0 Infrastructure grant .We received our first instalment in November 2019. We started our work on Solar panel and Library books tender and got approved dealers for the same in March 2020. The work for these could not begin as we entered the lockdown from March 17th, 2020. The other products which the institution mentioned in the proposal like desktop, printers, reprographic machine had to be ordered from the GEM portal. The proposal for the products were submitted to the RUSA office in the month of March 2020, but there was no response due to the lockdown. It was also difficult to contact the RUSA employees as there is no regular office work undertaken and they are also working from home. We are still awaiting directions and approvals for our products.

3 Ph.D. CENTRE

Ph.D. Centre was functional from this academic year. Totally 7 students were registered by the Institute under two guides, Dr.Vini Sebastian and Dr. Bijoy K Thomas.

4 FUNDED RESEARCH

A staff member has been granted a minor research funding from University of Mumbai. Two staff members have received approval of P G teaching and two staff members are completing UGC granted minor research funded project. Three staff members are pursuing their doctoral studies.

5 INTERNAL QUALITY ASSURANCE CELL(IQAC)

INITIATIVES 2018-19

IQAC of the Institute planned initiatives in different areas like teaching-learning process, assessment, research, student involvement, learning resources, innovations and best practices. To assure quality enhancement these initiatives were planned and deliberated upon and presented in the College Development Cell, IQAC meetings and regular follow up was presented to see the effect of these initiatives.

OPEN FORUM PROGRAM 2019-20

The Open Forum Program is an IQAC initiative for the year 2019-20 which creates an environment and opportunity for a coming together of the Principal, faculty, students to express their views, suggestions and grievances once every month. It is a scheduled activity in the timetable for the month.

Need for an Open Forum

The students of SXIE were always given an opportunity to express their views through the open door policy of the Principal and the faculty, express their views through grievance box kept on all the floors of the Institute, inform the student council student representatives who were a liaison between students and Principal and faculty, put forth their views in the different meetings of faculty, IQAC and CDC; but still it was noticed that somehow the participation of all students was not received and a few handful ones could only voice themselves and sometimes it was a biased view, moreover, some students were uncomfortable to write and deposit their views in the grievance box. To rectify these limitations, the Institute decided to initiate a setting where all can gather in a democratic non-threatening environment and share their views on the monthly happenings and, present their opinions and suggestions for improvement. For improving the quality of the interactions and interrelationship, for fostering equity as well as for strengthening equality and democracy, the open forum initiative came into existence.

Proceedings of the Open Forum Program

So, for 2019-20 year every month Open Forums were organized with the Principal and the student representative of student councils moderating the sessions. Initially it started with only the Second-Year students then as the First-Year students enrolled, they also joined in from November 2019. The minutes of the open forum were noted by the student representative and the IQAC Coordinator. Some important transactions and deliberations were about suggestions regarding exams, paperless assignments, sports day certificate, pedagogy subject change request, cleaning of Boys Common Room, repairing of Girls common room pipeline, more time for exam preparation, vehicle parking in the compound, suggestions regarding experiential lessons, dissatisfaction regarding the session on puppetry, timing of the college, library facilities, availability of photocopying, availability of tea etc.

Appreciation was done by students regarding LMS, monthly timetable, community work and rural camps, life skills and other resource persons appreciated, Safai Bank initiative, question bank, preparation for exams, open forum etc

Some of the Outcomes of the open forum

Some outcomes distinctly noted were open dialogue between Principal, faculty, librarian and non-teaching and students, questions answered in face to face and with effective communication skills of listening, dialogue, interaction and understanding. Some changes in the library -assembly coordination was taken up immediately, issue of classroom cleanliness was mutually worked upon, rationale for certain practices and rules were put forth etc. It was noticed also that some students sometimes felt apprehensive to share their views in the open forum, so suggestions were asked to the both batches about a solution to this. Some of the suggestions which came up would be tried out in the upcoming open forums. Some suggestions were – that students anonymously can write/type a suggestion, grievance note and it can be collected in the grievance box, (grievance box as per students' suggestions, was placed where they felt more secure to put in their comments), then during the open forum time slot the suggestions, comments can be read out followed by deliberations and discussions.

Reflections on the Open Forum by the IQAC Coordinator

The students of 21st century is born in the milieu of open resources, critical thinking, sharing, openness to diversity, thus it is not surprising that the students of SXIE would like to be a part of community of participation, democratic way of living and empowerment. I am glad that SXIE could take bold steps to make students partners in decision-making for improving quality in teaching-learning, infrastructure and important concerns of the Institute.

I think the mission of the Institute towards building a just and humane society, of empowering the future of tomorrow is being reflected in this small initiative of the Institute. Moreover, even the theme of the year, *Building a Hope-filled Future by Journeying with the Youth* seems also to be taking concrete form. I feel these young student teachers exposed and equipped through such democratic programs will leave the portals of SXIE with hidden curriculum of community participation, joint decision-making process, respect for differing viewpoints, effective ways of voicing oneself, solidarity and peaceful ways of resolving conflicts.

I am grateful to the Principal, faculty, most importantly students for participating in this program for enhancing the quality of the Institute.

6 BEST PRACTICES OF THE YEAR

Two best practices for the year were decided to encompass values, critical thinking in students, care for environment and to use library optimum and develop readership culture, thus it was decided that theme integration, waste management and critiquing text were the best practices of the year. Clear documentation and presentation of the best practices were conducted before the committees like IQAC and CDC.

1 IQACBEST PRACTICE -LIBRARY AS A HUB FOR TEXTCRITIQUING

Tasks undertaken:

- Orientation on how to conduct a Text critiquing
- Orientation to the materials in the library
- Linking Text critiquing with community work
- Developing a format for submission
- Group wise allocation were made under each staff member
- Students were motivated to read a text
- Students submitted report
- Students applied knowledge to the community work

Objectives

- To enable students to understand how to critique the text
- To derive learning's from the exercise
- To apply the knowledge and understanding to understand the context of community work

CRITIQUING TEXT FORMAT OF PRESENTATION

Contents:

- ABOUT THEBOOK
 - General idea of the book
 - Area that the book highlights
 - About the chapters in the book
- ABOUT THE CHAPTERREVIEWED
 - General idea of the chapter
 - Broad content areas
 - Thrust areas of the chapter

- CHAPTER ANALYSIS (STRENGTHS AND WEAKNESSES)
 - Issue highlighted
 - References from other sources
 - Strengths / Weaknesses highlighted
 - Present status of the topic/issue highlighted
 - TEXT EVALUATION
 - Is the argument logical?
 - Is the text well organised, clear and easy to read?
 - Have important terms been clearly defined?
 - Are the facts accurate?
 - Do the arguments support the main point?
 - Is there sufficient evidence for the arguments?
 - Does the text present and consider opposing points of view?
 - Does the material help you understand the subject?
 - PERSONAL OBSERVATION:
 - What questions/observations does this article suggest?
 - What does this text make you think about?
- CONCLUSION:
- Re-emphasise your argument/point of view
 - Make final suggestions and/or positive and negative criticisms on the book or article you critiqued
 - What questions/observations does the article suggest? (the final paragraph)
- REFERENCES
- The book you referred
 - Other sources (magazines, books, journals anyother)

Program outcomes

All student groups effectively submitted their reports to individual staff members and also applied their knowledge and understanding to their community work program.

2 IQAC Best Practice – Waste Management New Initiative 2019-2020

For the academic year 2019-20 under new initiative of IQAC Best Practice Waste Management St. Xavier's Institute of Education collaborated with Project Mumbai and participated in

The plastic recyclothon ekbaar fir October 2019

Project Mumbai launched its second Mega plastic donation, collection and recycle drive this October 2019, celebrating the people's festival of Giving, Daan Utsav. The Plastic Recyclothon by Project Mumbai is an award-winning initiative urging people to reduce consumption of harmful plastic which is damaging the environment. This initiative of Project Mumbai has emerged as one of the largest Public- Private-People Partnerships for a cause. The Plastic Recyclothon: EkBaarPhir is specifically an initiative to inculcate a positive behavioural change in terms of reducing plastic waste from our daily use. Shakti Plastic Industries are working on the recycling support.



IQAC Best Practice - Waste Management New Initiative for the academic year 2019-20 collaborated with Safai Bank of India, a project by Mumbai Sustainability Centre, which is a Section 8 non-profit company registered under the Companies Act of 2013.

Safai Bank of India is currently working with Multi-Laminated Packaging (MLP) waste only, which is one of the largest types of plastic waste being generated and having poor disposal procedures.

St. Xavier's Institute of Education had organized orientation program on Friday, 5th July, 2019 at 2:30 p.m for the Second Year student teachers which was conducted by Mr. Rishi Agarwal, Founder and Director of SBI and Coordinator Ms. Priyanka Pakhare. The student teachers were oriented about the work done by Safai Bank of India with respect to simple and effective mechanism of diverting millions of waste items - MLPs from reaching city dumping grounds. Also Multi-laminated packaging waste is the most profuse kind of waste being generated currently. The orientation program gave the information as follows:

- Safai Bank of India collects the MLPs waste from schools and colleges with the help of their logistics and disposal partner NEPRA.
- Once the collection is done SBI store them in their warehouse or dry waste centres.
- Once in a month NEPRA transfers them to the cement factories where it is used in Cement Kiln.
- In cement Kiln the MLPs are co-processed for cement production and due to the high temperature of 1500-2000 degrees it nullifies the release of dioxins.
- Hence the proper disposal of MLPs is done as per the Waste Management Rules of 2016.

St. Xavier's Institute of Education took this initiative to their various Internship schools across Mumbai during the Third Semester Internship Program. The Second Year student teachers prepared a week long awareness program under the theme, 'Waste Management Awareness Week' to be implemented in their respective internship schools. The Program was as follows:

- SXIE's Best Practice - Waste Management What and Why?
- Pre and Post Test will be conducted for one division of Std. 8th
- Orientation about Safai Bank of India
- Guidelines -How Safai Bank of India activity will be conducted
- Appointment of Green Marshals in the school
- Arrangement to collect Multi-Laminated Packages i.e.
 - i. One staff co-ordinator (Even non-tg staff will be ok)
 - ii. One register to keep the records (Date of pick up- Mostly Month end)
- Online membership for the school
- Waste Management Assemblies in various phases (3 to 5 days)
- Preparation of Charts on the theme:
 - UN SDG's
 - Waste Management Rules, 2016
 - Rule given by BMC about waste disposal
 - Effects of Waste on health and environment

Out Comes:

- Increase students' knowledge about waste management as the need of the hour
- Increase waste reduction at home and in schools
- Motivate Students to share knowledge about waste management with their families and neighbourhood
- Moving from learning to action by encouraging behaviour change
- Encourage students' -"Green Marshals" to take leadership role in waste reduction at their school
- Introduce students to the basic components of habitat and protection of the habitat

St. Xavier's Institute of Education in collaboration with Safai Bank of India for the academic year 2019-20 collected 18, 891 MLPs during their Third and Fourth Semester Second Year internship program from the respective internship schools.

Waste Management Awareness Week in Internship Schools

- St. Teresa's School, Charni Road, Mumbai
- St. Sebastian School, Dabul, Mumbai
- St. Paul's Dadar
- Victoria School, Mahim

7 INTERNSHIP PROGRAMME

Internship Objectives:

- Enhance students' potentials in teaching
- Train them to use content and context relevantly
- Develop competencies for teaching
- Incorporate values in teaching

Process of Internship Programme:

- Teaching faculty visited the school at the start of the year and sought permission from the internship schools. School principals were made aware of the schedule of internship for all semesters.
- Teacher accompanied the students to introduce them for the commencement of internship, and every lesson was coached and supervised for the quality outcome.
- Following Inputs were given to the First year students from Semester II:

Orientation schedule

S.N.	Competencies	Dates	Staff
1.	Ignatian Pedagogical Paradigm	13 th Jan 2020	EP
2.	Explanation	13 th Jan, 2020	NK
3.	Workshop Objective & Specification	14 th Jan, 2020	SP
4.	Lesson Planning	15 th Jan, 2020	KC
5.	Questioning	15 th Jan, 2020	GS
6.	Orientation Internship & Observation	16 th Jan, 2020	NK/ SP
7.	Skill of Illustrations with Examples	18 th Jan, 2020	PS
8.	Skill of using Learning Resource	20 th Jan, 2020	SP
9.	Interactive Strategies of Teaching	21 st Jan, 2020	BT
10.	Workshop on Classroom Management	22 nd Jan, 2020	VS
11.	Skill of Set Induction		SP/NK

Demonstration lesson schedule

S.N.	Demonstrations/ Feedback	Dates	Staff Demonstrating (SXIE)	Staff Feedback (SXIE)	Staff (SXBA)	Std./ Div.	Time
1.	English	16 th Jan, 2020	GS	SP	Ms. Sophia	6.1	10:30 – 11:00 a.m.
2.	Mathematics	16 th Jan, 2020	VS	BT	Ms. Dharti	6.2	11:00 – 11:30 a.m.
S.N.	Demonstrations/ Feedback	Dates	Staff Demonstrating (SXIE)	Staff Feedback (SXIE)	Staff (SXBA)	Std./ Div.	Time
3.	History	16 th Jan, 2020	KC	EP	MS. Dipti	7.1	11:30 a.m. – 12:00 p.m.
4.	Geography	20 th Jan, 2020	NK	PS	Ms. Heena	8.2	10:30 - 11:00 a.m.
5.	Economics	20 th Jan, 2020	PS	NK	Mr. Nigel	9.1	11:00 – 11:30 a.m.
6.	Science	20 th Jan, 2020	BT	VS	Ms. Dharti	7.2	9:45 a.m. to 10:15 a.m.

The internship in 2019-2020 was conducted for:

For F.Y.B.ED.: Semester II (15days) General Lessons on pedagogy I was taken by the students

For S.Y.B.ED.: Semester IV (55days) General Lessons, Theme Based Lessons and coteaching lessons were given by the student teachers and Semester 4 (20 days) consisted of general lessons in pedagogy 2 and peer teaching. Four Lessons were conducted in experiential Strategy as well. Students teachers expressed their satisfaction with the school experience and the internship was smoothly organized and successfully completed.

The feedback/ outcome of the students revealed the following:

1. Increased confidence level for people who were confident and people with zero confidence were able to remove the stage fear
2. Lot of critical and reflective thinking went in planning lessons and dealing with day to day problems which helped the students to develop the thinking skills
3. Were able to learn time management and resource management
4. Developed the team spirit
5. Dealt with the reality of the field which helped in dealing also with the real life situations and attain a professional attitude

{{Some excerpts of students' response.....}}

- the teachers provided positive feedback that helped us improve our lessons
- Adequate feedback is essential for improvement
- Each staff were on their toes to supervise lesson even when they were back to back lesson.
- Continuous feedback and suggestions from supervisors is beneficial
- Experiential lessons should be covered in the rural camp itself. The fourth semester internship days are less and there are 10 lessons to be delivered. If experiential lessons are done beforehand it'll be helpful
- Constructive feedback was given by every professor.
- The feedback from supervisors helped to improve my lessons
- Each supervisor was always ready to help us during the internship process and we were also given proper feedback
- Feedbacks could have been done constructively
- It was good our college has given the so much orientation program. We can understand the program better
- Well the principal did extent a few days that was nice
- The internship was well organised.
- Should pay more attention to the feedback of second pedagogy lessons.
- As compared to the earlier internships i felt this time the supervision and feedback was comparatively less by the faculty.
- The internship was a smooth process. Although the school was having so many holidays
- The supervisors gave constructive feedback. They must try to understand the situation during the lesson before grading the student teacher. Sometimes despite their best efforts, they are not able to give their best lesson due to the disturbances in the class.
- Instant feedback is always good, do not drag a feedback and give it after 2 or 3 days.
- The college faculty was cooperative enough to observe and give feedback for each lesson.
- Some of the teachers were very flexible for supervision and coaching.
- The supervisors were on time and did provide written feedback.
- Many a times the feedback doesn't resonate with the quality of the lesson delivered. The lesson and the response is excellent but the supervisor feels otherwise. Probably due to difference of pedagogy.
- From allotment of schools to coaching the internship proved fruitful
- Feedback helped me to make my next lessons better at so many levels.
- Suggestions on how to improve my lessons and teaching styles, pace of my lesson, peer feedback helped me.
- We got extension of internship dates

Outcome (Career Development)

- being a fresher , it helped me gain experience.
- helped me learn the aspects of teaching that I could apply in real life as well
- Gave adequate experience of what exactly is a teacher's job.
- This will help me in future to work together in my institute without any problem.
- Helped me to develop better methods for transaction of subject Knowledge
- I learned to work in a team. I learned to guide my juniors.
- The experience which i gained through this internship helped me to understand the functioning of the schools from a teacher perspective. It also helped me to understand my duties and responsibilities as a teacher.

- I learnt many teaching learning techniques
- It helped me to gain an insight to the practical school life and what will be expected from me as a teacher
- It taught me how to conduct good lessons and classroom management techniques.
- Internship experience give the shape of our career through that I can improve my lesson and also learn many things teaching skill as we as other skill.
- It helped to have one-to-one experience to interact with students in classroom.
- It has given me a meaningful learning experience that will help me in my future career.
- Internship helped me learn how to tackle unexpected complications and changes. It also built in me some persuasive skills to help everyone stay in a group and aim for a common goal. It help me to function under stress and pressure.
- To manage classroom with different learning disability
- It helped me understand how I need to change my strategy for planning and executing my lessons in a subject that is not my first pedagogy.
- Help me build up confidence, gave me a real experience to help me cope up with my future school. Make me a better teacher.
- Internship gives you a birds eye view of how your future working schedule will be like and what efforts you need to take in order to complete your work and do your duty on time.
- I learnt to adjust with my peers
- It helped me to undertake responsibilities and complete it on a given point of time
- The lessons helped me to be more confident with my content. Also managing different activities at the same time (it made me a multitasker)
- Gave a a glimpse and experience to handle situations and expectations in future
- Helped me grow as a professional teacher by being in direct contact with students.
- It helped me understand a lot of new things and how one has to operate in such a profession
- Internship experiences helps to gauge a new classroom environment within a small time, build a rapport with the students and develop classroom management strategies.
- Proxies helped to improve classroom management
- This internship gave me an hands on experience which will help me in my career. It was a holistic growth I see in myself
- Helped in learning classroom dynamics
- It built my self confidence
- It made me more confident to conduct lessons and manage the class.
- Through this internship I now know how to handle things in school and how to adjust with my colleagues. }}

8 LEARNER PROFILE

Learner profile is a very practical approach to check the competencies of students and provide them further better guidance to the students.

For F.Y.B.Ed. students (2019-2021) learner profile was made. The objectives for preparing a learner profile was to:

- Critical thinking
- Self- reliance
- Good health
- Reflective thinking
- Better communication skills
- Evolved teacher competencies
- To identify the various potentials of the future teachers
- To mentor and guide the students for preparing themselves for future
- To work upon the challenges and make the strengths more strong

Students were given a form to fill which included details based on the following criteria:

1. Preliminary details
2. A team player: have good abilities to work in team
3. Self- reliant: very self-reliant
4. Communication skills: good Communication skills, more opportunities can be given
5. Challenges: time management, study skills, communication skills
6. Physical awareness
7. Stress coping mechanisms: good sleep, coffee, fruits, morning more energetic than afternoon
drink more water
8. Learning strategies: writing, loud reading, concept mapping, taking notes

Activities that are conducted based on the requirements:

- College Fest (Prayas)
- Mentoring
- Workshop on study skills
- Provide opportunities to display the communication skills in varied context
- Health cell activities
- Encourage to work on one's capabilities
- Students' enrichment programme

9 LMS GOOGLE CLASS ROOM

In today's world we all are witnesses of the huge advancement in the field of technology, however there is another stream of our lives which has been growing and developing and that is Education. We now do not depend on only pen and paper or physical classrooms but we have come much ahead of that. The St. Xavier's Institute of Education has also steered towards this advanced mode of teaching and learning, the amalgamation of Education and Technology has made so many things possible that we would have never thought of. The teaching learning process was not limited to physical classrooms instead, by using a technological platform, a Learning management system, that is Google classroom, it was ensured that education reaches all and at all times.

The use of the Learning management system platform was initiated as a means, where learning can become more interactive, where both the teacher and the students can communicate with each other, exchange their thoughts and ideas. The college first took the initiative of training all the students so that they become comfortable in using this system. The learning management system provided the teachers with the opportunity to have individual portals i.e. separate Google classrooms which they used to upload the lesson notes, reference materials etc. prior to their lectures so that the students can read through and a discussion can be conducted on the same, this helped to make the lectures more interesting also it was used to provide reference and study materials for the students in order to prepare for the class tests and exams.

Not just for academic purposes but Google classroom was also used for Library, so that the student's can be kept updated about the new collection and entries in the Library. Apart from that for several other important purposes like the Internship, which required many details to be shared with the students and through Google classroom it had become easier for the students to access them instead of searching through the entire mailbox for one important document. The learning management system was also set up and used for the purpose of Campus Placement, where all the essential information regarding preparation for the campus interview, the schools that will be visiting etc was shared which has proved extremely helpful for the students.

In the recent times due to the global pandemic, when continuing academics seemed next to impossible but because of the use of Google classroom by the college, it has been of great help to both the teachers and the students. The teaching learning process could continue smoothly only because of the use of this platform. The portion that was remaining for the year was completed through interactive online learning. Also the assignments could be completed by the students in a very systematic manner, first the guidelines were shared by the teachers and then were uploaded by the students as per the timeframe set on the Google classroom.

Another very important way in which the Google classroom was used, is to conduct the internal exams, that is class tests. Without physical classrooms to conduct class tests was questionable

but with the use of this Learning Management System by the college, it could be conducted easily. There were time frames that were set for each test and that ensured that a time bound test is conducted similar to what we do in normal a class. Also each individual had got a different question paper which further increased the authenticity of the test conducted.

The use of this technological platform helped the students to access the learning materials whenever and wherever they want, since it is all stored online. This platform was widely used for ample number of college purposes and also helped the students to acquire new skills about teaching and learning through Google classroom. Also in compliance with the college's best practise that is 'Waste management', making utmost use of the online learning management system in every possible way, has saved us from generating more paper waste which is an added advantage!

Details of Learning Management System : www.sxie.in

Details Included in the LMS

- a. Attendance details
- b. College events
- c. Certificate program
- d. Subject wise details

10 MARATHI BHASHA DIVAS

The Marathi Bhasha Divas was celebrated in St. Xavier's Institute of Education on the 27th of February, 2020.

A special assembly was organized as a tribute to Marathi language which is not just significant to Maharashtra but has special status Globally. The assembly begin with Pasayadaan by Sant Dnyaneshwar followed by a ppt presentation about why do we celebrate Marathi Bhasha Divas on 27th February every year. The history of Marathi language where the journey of Marathi language from origin till date was narrated along with the PPT presentation. A presentation on various people who contributed for the growth and progress Marathi was made to pay respect to all the noteworthy people in the Marathi literature.

Various activities were conducted where staff and students took active part like quiz to check how much Marathi people know by asking some Marathi words for the suggested English words. Students and staff members shared their reflections about Marathi language and Maharashtra.

The program came to an end where Marathi Abhimaangeet a song written by the noted poet Suresh Bhat was played which surely created an awareness and love for Marathi in the hearts of the listeners.

11 MENTORING

The process of mentoring starts at SXIE with orientation of students regarding what we define mentoring at SXIE , as a teacher education institute. **Thus the objectives chalked out are:**

1. To develop a positive interdependence amongst students and teachers regarding working as a team as well as progressing as an individual.
2. To guide students to understand the academic process and professional life of a teacher
3. To facilitate the learning of education in solving problems in day to day life
4. To make students realize their own potentials and be appreciative about others at the same time.

Types of mentoring methods used

- Mentors (teachers)
- Peer Mentoring
- Mentoring with authority (exam based)
- Academic mentoring (coaches/ subject teachers)

Process of Mentoring

Orientation to the students

They were put in groups and individual teacher student's interaction arranged for.

(The aim of mentoring committee was to have at least one session mandatory every month and during internship / exams at least once a fortnight. Depending on the schedule it was arranged but due to change in university schedule and the time available sometimes randomly the mentoring sessions were arranged and every month one session was not followed to the tee.)

The types of mentoring as mentioned above was followed.

Groupings

Following grouping for batch of 2018-2020

Dr. Geeta Shetty 1. Carvalho Rinkle 2. Lopes Carren 3. Fernandes Myola 4. KanojiaDivya 5. D'MelloJoylisa	Dr. Vini Sebastian 1. Dcunha Sania 2. Dsouza Rita 3. Mansuri Suwaibah 4. Pereira Jenia 5. Kushwaha Sangeeta 6. Seema Singh	Ms. Kalpana Chavan 1. Noguira Shannon 2. Mirza Asfia 3. Pereira Rebecca 4. Gomes Crystal 5. BottereaKimya 6. Adulkar Siddhi	Ms. Nishi Kumar 1. Achangadan Sharen 2. KizhkakudanAnie 3. Martin Justina 4. Fernandez Pratiksha 5. D'Silva Scarlett 6. VazAnseeya
Dr. Elvina Pereira 1. Menzel Sonia 2. Gonsalves Valentina 3. D'cunha Karen 4. Fernandez Pratibha 5. Almeida Nikeeta 6. Pawar Prajakta	Dr. Shadab Paloji 1. Chawda Neha 2. Dias Syble 3. Malik Nihar 4. Saldanha Valentina 5. Mansuri Annam 6. Rodrigues Sophia 7. Dsouza Veera	Dr. Bijoy Thomas 1. Ansari Gauhar 2. Lopes Carol 3. Gracias Vidonia 4. Dcunha Rachael 5. Dsouza Calyn 6. Johnson Jerry 7. Gomes Mary Priyanka	Ms. Priti Sivaramakrishnan 1. Patni Atiya 2. Pereira Gretel 3. Rosemary Johnson 4. Khan Aafreen 5. Narayani Sweta 6. Pereira Prachi

Following grouping for batch of 2019-2021(subject to change on the basis of learner profile)

Dr. Geeta Shetty 1. Almeida Jolina 2. Ansari Saima 3. Asda Sarah 4. Cardoza Joslin 5. Carvalho Rachel 6. DcostaJinelle	Dr. Vini Sebastian 1. Dcunha Ankita 2. Dhanya K S 3. Dias Vanessa 4. DmelloSaheel 5. Dsilva Shefali 6. Dsouza Chantelle	Ms. Kalpana Chavan 1. Dsouza Sania 2. Fernandes Nicole 3. Furtado Demmi 4. Gomes Alsona 5. Gonsalves Risal 6. GracyEsthar	Ms. Nishi Kumar 1. HawaBazela 2. Irudayaraj Pramila 3. Karadi Francina 4. Kenia Kunjan 5. Khan Mohammed Wasim 6. Kishore Nisha
Dr. Elvina Pereira 1. Kulkarni Rewati 2. Lemos Claris 3. LemosSophiya 4. Lobo Candida 5. Lobo Renita 6. Machado Joann	Dr. Shadab Paloji 1. Menezes Christalina 2. Merchant Taha 3. Moses Marilyn 4. MudavasserielDaya 5. Mullajiwala Rashida 6. PellisseryThresia 7. Pereira Adelaide	Dr. Bijoy Thomas 1. Pereira Cathia 2. Pinto Vanessa 3. Prabha Thampi 4. Pujari Janhavi 5. Robinson Varghese 6. Shaikh Bushra 7. Zachariah Littey	Ms. Priti Sivaramakrishnan 1. Shaikh Sana 2. Sharma Khushbu 3. Sharma Nevil 4. Steffy Benny 5. Sunrita Halder 6. VazSharal

Students' View:

According to students mentoring needs to be more organized and also more frequently done . They do feel sometimes intimidated by the teachers so if by any process it can reduce or if there is option to change the mentor if needed would be more welcomed .

12 RURAL CAMP 2020

“Be the change that you wish to see in the world” – Mahatma Gandhi

Rural Camp 2020

Centre – Gyanmata Sadan, Talasari

Dates- 6th January 2020 – 10th January 2020

Rural camp 2020 was one of the most memorable and enriching experience we will ever have to cherish in our lives. Each of us was delighted with this camp, the hospitality and most importantly the generosity that was showed to us by the Jesuit priests and the little flowers of every school overwhelmed us in multiple ways. It is said that teachers mould the lives of students but we future teachers were molded during the camp. Their vision, their perspective of looking at things, the optimism and their warm nature was something we carried back with us and will be cherished throughout.

Our first day when we reached the centre, we were welcomed and oriented by Fr. Yohan Alphonso, Director of the centre who told us about the schools that the priests run in the peripheral area of Talasari which accounted to 15 educational institutions. Before we could scribble things out our plan for the entire week's camp was chalked out Fr. Yohan with number of students going to Talasari, Varkhanda, Zari and interior schools respectively so that we get optimum experience of everything. We also visited the leprosy centre where we conducted a small program for the leprosy patients and paid visit to the hospital run the Canossian sisters and the residential convent. Before we retired for the day we had a feedback session of the activities we conducted and our experience.

From second day to the last day of the camp each one of us were divided in different schools where we taught English, Math, Science; clarified the doubts the students had with regards to their studies, conducted activities like poster making, action songs, role plays which stressed on effective growth and development of all round personality of the students. We also made some teaching – learning resources so that the students could a clear picture of what they are being taught. We conducted and elaborate social analysis of the students' social and cultural background so as to understand the rural set up, the challenges faced by them

and how things work there. The most important thing was that we learnt a lot from those students. We awestruck with the value the students had for education their disciplined behavior. We also observed some practices like removing footwear outside the class which showed their belief of school a temple of knowledge. Shy and naïve in nature the student's interacted with respect and care with us. They taught us their traditional tarpa dance and warli paintings. Some of us also conducted a workshop on Faith Formation for the students where we told stories on catechism taught some prayerful action songs and enlightened them on the faith. we also visited the nearby dam. On the second last day we had a boarder's night where we future teachers had our dinner with the boarders of the school along with the priests and our staff-in-charge. That was one of most remembered time of the camp where we along with boards spent quality time singing, dancing and eating together.

The rural camp that we thought of being a difficult task was eased that we imprinted within us for the rest of our lives. With a heavy heart we bid farewell to the place and especially the students who had become family then. The fact that we won't be here the next morning saddened us within. But we surely learnt a lot of things especially to be grateful to God for everything we have, being patient, being optimistic in life and being content with what we have and always looking forward to enlighten and to be enlightened by widening our horizons.

For us this was the best time for new beginning...

13 SCIENCE CLUB ACTIVITY

Academic Year 2019-20

The Science Club of St. Xavier's Institute of Education is an organisation of, by and for the students, operated by the faculty and students of science pedagogy. The club provides an outlet for the display of skills and knowledge of the members and complements the classroom learning & teaching. We published the brochure regarding COVID -19 on March 20th, 2020- one of the first of its kind to be circulated. Our response to the pandemic came when the cases in India were negligible. We realised the implication of this and demonstrated awareness to come out with a brochure containing crucial information related to the disease. This was as a part of the SXIE science club activity. We members brainstormed on different points to be covered by the brochure where we used various platforms like Google classroom (our own Learning Management System), WhatsApp chat and e-mails. Using this we were able to collect and share accurate information while staying at home.

Objectives of the activity were-

- 1) To create awareness about this disease Covid-19 caused by the SARS-CoV-2 virus.
- 2) To provide authentic information at one place for common people regarding the same.
- 3) To enable the readers to understand the causes, spread, and precautions to be taken in an easy manner.

Contents of the brochure include the facts in detail about the virus and disease, its mode of transmission and its symptoms. It contains details about health and hygiene related precautions. It includes valuable crucial information in the form of questions and answers that can be easily comprehended. Common myths or superstitions have been addressed and accurate information has been provided about factors related to healthcare, treatment and details of infection in a very interesting manner. To *dos* and *Do- nots* are mentioned clearly and reliable information pertaining to the same has been acquired from trusted sources. There are images and colourful diagrams that make the contents interesting and easy to read. All information has been obtained from trusted studies/sources like the WHO website, etc. Moreover, credits and acknowledgement has been given to the references/sources, and published for the content as well as the images. The joint effort of all members enabled accurate information to be collected, organised and published within 48 hours!

Reflection- In this activity we were presented with the opportunity to learn a lot in short time. It served as an outlet for us to demonstrate our leadership skills, coordination skills and social awareness. Being from the science stream, it was in our favour to collect and organize authentic information pertaining to this pandemic. We felt the need to create and publish this brochure in the common welfare of our fellow citizens, long before the threat was real in our country. We understood the gravity and depth of the situation as we started studying about it. We had already taken appropriate precautions in our college like disabling of the Biometric Fingerprint Attendance System to avoid frequent contact in common places. As science student teachers, we decided to act quickly instead of panicking. It was our moral duty to help the community and nation in time of need, and this brochure was an excellent means for us to do so from the comfort of our homes while abiding to social distancing laws. We shared views and information on various platforms and were able to finalize the content under the able guidance of our professor- Dr. Bijoy. K. Thomas. This brochure was shared throughout groups

on social media, to residency groups, college groups and so on. It was also published on the official website of SXIE.

Brochure prepared, compiled and published by members of SXIE Science Club 2019-2020-

Faculty and mentor- Dr. Bijoy K. Thomas

Student teachers- Bushra Shaikh, DhanyaKodathoor, Janhavi Pujari, Joslin Cardoza, Khushbu Sharma, Pramila Irudayaraj, Rashida Mullajiwala, Rewati Kulkarni, Robinson Varghese, Shefali Dsilva, Saheel Dmello.

Website Link : SXIE Care :Fight against COVID 19

14 WOMEN DEVELOPMENT CELL ACTIVITIES

A Women Developmental Cell is a mandated body as per section 32 (15) of UGC guidelines (prevention, prohibition and redressal of sexual harassment of women employees and students in higher educational institutions) regulation, 2015.



Women Development Cell of SXIE

Students were oriented about, and encouraged to join the WDC of SXIE and those who took the initiative were given the opportunity to be a part of it

Objectives for *POTENTIA*

- To sensitize student teachers on Gender Equity & Empowerment through programmes and Activities
- To develop skills in student teachers for handling gender related issues in their workplace
- To create a gender empowered environment

ACTION PROGRAMME

- Awareness session on Functioning of Women's Cell & Internal Complaints Committee
- Collaborative Programs with other associations of the college such as Students council, Cultural Association, etc.
- Collaboration with NGO / Other colleges of Education/ Universities for Participative programmes to sensitize students on Gender Issues
- Gender awareness through Logo Making/ Posters/ Slogans/ Essay Competition/Screening Of Films/Street Plays/
- Registration to Internal Complaints Committee
- Gender Audit
- Gender Sensitization Workshops

Outcomes Expected

- Empowered & Sensitized student teacher for understanding gender equity and promoting the same
- Skills developed amongst student teachers to handle gender related issues in their workplace

Under the guidelines of UGC, St .Xavier's Institute of Education inaugurated its women developmental cell - POTENTIA on 20th September 2019 in the presence of the Principal Dr. Sosamma Samuel, Sr. Natty Lopes, Assistant Director Of SAKHYA, An NGO And Ms. Shobha Philip, General Secretary Of YWCA, Mumbai.

The event was organized by:

- Dr. Shadab Paloji (Convener) ,
- Dr.Vini Sebastian, (staff coordinator)
- Mrs. Nishi Kumar (staff coordinator) and
- Shannon, Atiya, Annam, Seema, Shweta, Vidonia, Neha, Aiman (student members of WDC)

Activities that were conducted:

The programme was held in the Multipurpose Hall, with a short speech by Principal on empowerment of women, followed by the lighting of the lamp by inviting the guests to do the honours. Dr. Shadab Paloji, shared the objectives of the Women Development Cell .

Mr. Shannon Nogueira, Member of the ICC and POTENTIA, gave a brief introduction of the Logo. The logo 'POTENTIA' comes from the Latin word power and potential and the tree in the emblem of the women development cell signifies growth and development and how the tree not only grows but also provides shelter. The emblem also signifies that we all belong to the same root.

To sensitize the issues of women a poem was written and recited by Ms. Rebecca and was beautifully enacted by Ms. Atiya Patni,

A short interview was projected to show what a school staff thinks about women development and what various measures have been taken to empower today's women.

Ms. Nishi Kumar, spoke few words about creating awareness and being the voice to express one's thoughts which may lead to change in our society.

Dr.Vini Sebastian, introduced Ms. Shobha Phillip and Sr. Natty Lopes.

Ms Shobha Philip gave a brief introduction of YWCA and how SXIE could collaborate with them through the activities that they conduct for the betterment of the society and enlightening women about their strengths. Some of the programmes conducted by the YWCA are awareness camps, workshops on human rights, skill set development, vocational training, etc. that provides a pathway to be an empowered woman.

Sr. Natty lopes conducted a small activity to show diversity in our country, she spoke about how need to break stereotypes against not only women but also men and transgenders, there was a need to make provisions to end sexual harassment against women. , which culminated with Fr. Blaise' message and vote of thanks

The programme commenced with a short speech by Principal followed by the lighting of the lamp

Further, on 16th November 2019 a talk was held on 'International Day for The Elimination of Violence Against Women'. On this day, there was an arrangement made to invite officials from the police department to make students aware about 'crime against women cell' attended by our collaborating partner YWCA

To spread awareness and to bring attention towards the underlying issues and gender discrimination faced at all levels, students voiced their opinions on important matters that affected the daily life of women students through the activities conducted each month under the WDC.

In the month of December 2019, Students penned down their thoughts reflecting upon such sensitive issues. Students were asked to express their opinions against the crimes taking place against women. Students pen down their thoughts reflecting upon such sensitive issues.

In the month of January, students expressed their thoughts, ideas on women empowerment, not only in words but in pictorial form through paintings. The expression was creative and it also led many to start thinking about the issue of gender in our country more critically and what can be done about it.

In February two of the First Year students attended the programme conducted by YWCA on women's empowerment and transformation

An ongoing activity is where the members of WDC, have created an expression space for all on the idea of how 'I feel empowered as a teacher in my own skin', where the students can express their view points verbal pictorial and symbolic form.

On the occasion of Women’s Day on 8th March, 2020 Potentia , conducted the Panel discussion which was initiated by YWCA and they also helped us in organizing it in our Institute with all the eminent personalities whom we heard today, we are very grateful to YWCA for collaborating with SXIE and guiding us to create a more enlightened environment here in the context of gender .

Gender audit was also conducted in the First and the Second year B,Ed classroom. The attempt was to check if the students are aware whether their institution’s facilities and functioning are gender friendly or no. the following areas were investigated

1. Gender sensitization as a part of B.Ed. Programme
2. The basic facilities available for female students
3. The infrastructural facilities available for the students
4. Safety & Security arrangements
5. WDC & ICC and approachability of the institute for students who want to reach out for some or the other reasons to WDC
6. Healthcare facilities
7. Opportunities available for female students
8. Interactions and display artefact are women friendly

Out of 99 students we received 84 responses and the result show that

Sr. No.	Items	Agree	Disagree	Neutral
1.	Gender sensitization as a part of B.Ed. Programme	91%	2%	7%
2.	The basic facilities of hygiene available for female students	80%	4.5%	15.5%
3.	The infrastructural facilities available for the students	78.6 %	9.5 %	11.9 %
4.	Safety & Security arrangements	90.5%	3.4%	7.1%
5.	Existence of WDC & ICC and approachability of the institute for students who want to reach out for some or the other reasons to WDC	89.3%	00	10.7%
6.	Healthcare facilities	39.3%	22.6	38.1%
7.	Opportunities available for female students	84.7%	5.9%	9.4%
8.	Interactions and display artefact are women friendly	89.3%	6%	4.7%

For the month of March, the members of WDC, have put up a board on the topic ‘I feel empowered as a teacher in my own skin’. The students have been asked to express their view points through quotes, painting, poems, etc.

In the situation of COVID-19 Pandemic. Potentia under the wings of WDC organized an essay competition in May 2020, the Theme being **Review your View**, where three subthemes were put up related to women’s issues. The competition got an overwhelming response.

15 ASSEMBLY PROGRAM-

EXPERIENTIAL AND REFLECTIVE FOR A HOPE-FILLED FUTURE

A consistent feature of St Xavier's Institute of Education (SXIE) is the assembly which is conducted every day in the morning or the at the start of the day. This practice of value-based assembly has been a tradition which has been going on for decades, and as years go by new ideas and modifications are added.

Assembly at SXIE is not just a gathering of the Principal, faculty and all the students meeting at one place at one time. It is experiential and well directed activity.

The assembly follows a particular pattern which makes it experiential , that is there is a definite theme pre-planned based on values, issues, concerns, article in the library journal or book, on the event or program conducted or any particular national or international days to commemorate, or any other recent happenings. These are not just orated on the public announcement but conducted by following certain steps, which makes it experiential: -

1. Presenting the idea or experience, syncing the backdrop on ppt presentation or chalk board , the experience is creatively presented with accompanying role play, interview, dialogue, interaction, video-clipping, survey, game, group work etc.
2. Reflection: After the experience presented the in-house members are invited for reflection and to present their views, own involvements, their immersions, critical thoughts, analysis related to the experiences etc.
3. Abstraction: The presenters then integrate these reflections, summarises the session by deducing the generalization of the theme and the reflections
4. Application: asks for suggestions of the plan of action or how the value can be made concrete , actualized make a note of the the suggestions
5. Evaluation: at the end of the assembly feedback is given by the faculty in charge and even students are asked to comment if they want to add anything to it.

The assembly also is a platform for discovering and appreciating talents as the students can present the assembly with dance , music or present their poems, posters, national anthem or college song which culminates the assembly is also musically enhance. This year besides the keyboard, guitar, cohen, tabla (sometimes) which is every year integrated in the assembly we had a student Gauhar A. who played the national anthem on the flute.

The assembly also is a collaborative effort as although a pair has to conduct an assembly the resources are taken from library, digital resources, peers are asked to contribute to assist in the preparing the backdrop, for any activity or role play or game volunteers are involved.

Two M.Ed. Interns also were encouraged and guided to present an assembly, which they did keeping up with the assembly presentation of SXIE.

Some of the special assemblies were on:

1. Patron and Founder's Day of SXIE- Feast of St Ignatian and St. Francis Xavier
2. Community Work and Rural Camp Assemblies
3. Best practice – Waste Management Assembly
4. Assembly in collaboration with the Library integrated with the theme of the year
5. National and International days
6. Club and Cell activities assemblies.

Documentation and Feedback: The assembly scripts and presentation are maintained for documentation in the library. Students' feedback was taken for the assembly program 2019-20. Feedback on the Assembly showed that students are interested in conducting assemblies and it was beneficial to them. Students felt it was good as it is, some suggestions were including news, extending time to 15-20 minutes, resources beyond library can be taken, the assembly team can be shuffled instead of roll number wise, including a thoughtful quote etc.

Students opined that we can include a simple do-able action for the day which relates to the theme. For example, pick up a wrapper from the street and put it in the dust bin, buy food/ give home-made food to a beggar, give an elderly person your seat on the bus/train, etc. By keeping theme for the month a focusing on one aspect of life in which we can build hope. Like family, friends, career, etc. By doing some bits like planting trees, helping the needing, treating all humans equally and can talk about this in the assembly can show pictures.

By observing different days and presenting the assembly on the importance of that day like environment day, refugee day etc. we can create awareness. Also we can take few values to practice at personal and house level which could be carried out concretely.

16 TIME TABLE FOR THE ACADEMIC YEAR

OBJECTIVES OF TIME TABLE FRAMING

The timetables for the year were framed keeping in view the following objectives;

- To ensure smooth and orderly working of the institute
- To prevent wastage of time and energy
- To ensures equitable distribution of work among teachers
- To synchronize curricular and co-curricular activities
- To facilitate smooth completion of the requisites of the B.Ed. Programme
- To ensure a blend of cognitive, affective and psychomotor activities.

The academic year 2019-2029 followed the similar pattern as the previous academic year. It was a monthly timetable in order to provide a holistic picture of the activities and to ensure timely completion of various curricular and co-curricular activities.

Indicators on the Time-table:

- Distribution of teachers' workload
- Semester-wise inclusion of courses
- Equitable distribution of lectures per course
- Short Break and Lunch Break
- Library timings
- Internship days
- Assignment lectures
- Assignment submission dates
- Monthly completion of Internal Assessments
- Co-curricular activities
- Special Workshops/Seminars/Expert Talks
- Best Practices of the Institute
- Orientation slots

- Bridge lectures
- Holidays
- Tutorials
- Examinations and feedback dates
- Mentoring
- Health Cell initiatives
- Staff meetings
- Vacations
- Study Breaks

Process of drawing up the timetables

I) Semester wise Analysis

- Analysis of Courses in each Semester, number of lectures needed for completion of syllabus, co-curricular activities to be conducted and internal assessments to be completed in that particular semester.
- Analysis of the number of working days available in that particular semester considering weekly holidays, public holidays and breaks.
- Determining the total number of lectures available vis-à-vis the number of working days in that Semester @ 7 Lectures per day.
- Working in coordination with in-charges of Internship and other portfolios to decide the scheduling of activities/programmes in the Semester.
- Follow the Academic Calendar.

II) Month wise Allocations

- Discussions in staff meetings of the preceding month regarding key activities for the following month.
- Placement of lectures in the timetable in an equitable manner for all the courses and in proportion to the workload allotted to the teachers.
- Allocation of slots for the various curricular and co-curricular activities for the month.

III) Democratic and Participative Decision making

- Framed timetable mailed to professors for their opinion and suggestions. Before staff meeting of the month.
- The timetable of the following month discussed in the staff meeting.
- Timetable given to Student Council members for their suggestions and approval.
- Timetable finalized and then disbursed by email to staff and students at the end of the preceding month.
- Timetable displayed on the college notice board.

This academic year the timetable for the month of April was predominantly restricted to online teaching and assessment. The e-timetables prepared ensured a balance of teaching hours and notional hours. Besides the teaching slots, there were coaching sessions conducted by teachers for Action Research and Learning Resources that went on till May. On-line Class Tests were conducted in the month of April.

17 EXAMINATIONS

The examinations in the institute were predominantly of two types – Internal and External. **The Internal Examinations** conducted in the college for in-house students of the F.Y.B.Ed. and the S.Y.B.Ed. were as follows;

- Essays
- Class Tests
- Preliminary Examinations

To prepare the students for the exams, general tutorials as well as open book tutorials were conducted. Open Book tutorials – application based questions were given in advance to be prepared in college using the library facilities; the questions were discussed during the tutorial sessions that were slotted on the timetable.

The University Examination results for Semester III were as follows;

Nature of Assessment	GRADES							
	O (80 & above)	A+ (70-70.99)	A (60-69.99)	B+ (55-59.99)	B (50-54.99)	C (45-49.99)	D (40-44.99)	F (Less than 40)
EXTERNAL SEM III	---	11	19	16	02	01	---	01 (Not appeared)
SEM I	CONSOLIDATED MARKSHEET NOT YET SENT BY THE UNIVERSITY							

INNOVATIONS TRIED FOR THE YEAR

A) OPEN BOOK TUTORIALS

This academic year a pilot effort was carried out to conduct Open Book Tutorials. The tutorials were conducted in the following manner;

- Application Based Questions framed by the staff in their respective Courses
- Open Book Tutorial Slots allotted on the timetable
- Questions uploaded in advance to the students prior to the day of the Open Book Tutorials
- On the day of the tutorials the students wrote the answers to the questions using the Library and other sources.
- The answers were submitted to the concerned staff.
- The answers were then discussed in the revision classes.

The outcomes as perceived by the students were as follows;

- Helps to prepare well for examinations
- Helps to understand how to do reference work
- Provides an idea of the scope of the answer
- Provides multiple perspectives for an answer
- Application based questions on tough topics really help
- Helps in developing note making skills.

This academic year due to the COVID-19 Pandemic, the Class Tests for Semester II and Semester IV were conducted as Online Open Book Examinations from 28th April 2020 to 30th April, 2020. The Class Test was conducted in the following manner;

PRE-CLASS TEST PREPARATIONS;

- Setting up of the timetable for the two classes, namely the F.Y.B.Ed and the S.Y.B.Ed. As the dates of the exam were the same for the two classes, the Class Tests for the respective Classes was kept in two shifts.
- The timetables and the online open book examination guidelines were drawn for the students to follow while preparing as well as while appearing for the examination. All measures were taken to ensure that no malpractices occur.
- Students were divided into two groups for every Course (barring the ones that had less than 9 students) since each group would be given different question papers.
- Two sets of Question papers were drawn for each Course by the respective teachers, the paper pattern being one Essay type Question and one Short Answer type Question. The Questions had to necessarily be application based and that which required careful selection of resource materials and thorough assimilation on the part of students before getting down to writing the answers. The Question paper had no internal choice.
- Question paper templates were given to the teachers. The question papers were edited and then finalized.
- The in-charges then mailed the question papers to Dr. Bijoy Thomas who was over-seeing the technical arrangements of the examination.
- Answering templates were prepared for the students to be given to them during the examination.
- Students were given enough time to prepare for the examination.
- The portal on which the examination would be conducted was Google Classroom. A Classroom was created for each Course as well as the electives. The two groups of students were invited to join the Course Class Test Classroom.

DURING THE CLASS TEST;

- On the given date of the examination, the question papers were uploaded 5 minutes before the examination.
- The teachers teaching the respective Course, the two faculty-in-charge of examinations (Dr. Geeta Shetty & Dr. Shadab Paloji) and the faculty providing technical assistance (Dr. Bijoy Thomas) were the only ones who had access to that particular Classroom.
- The answering template with a watermark was uploaded for the students to answer.
- The students had to follow all the guidelines for writing and uploading the answers online.
- A grace period of 15 minutes was provided to tide over last minute contingencies that the students could face due to connectivity issues.

AFTER THE CLASS TEST;

- The uploaded answer sheets were downloaded by the respective staff members to avoid any malpractice by students.
- After corrections the mark-lists were mailed to the staff-in-charge for data entry, calculations and grading.

Conducting an online examination of this nature was challenging. However with the cooperation of all the staff members the task could be accomplished successfully. A note of gratitude is deserved by Dr. Bijoy Thomas for providing timely assistance and guidance to carry out the technicalities of the examination.

18 WORKSHOP BY XRCVC (XAVIER RESEARCH CENTRE FOR VISUALLY CHALLENGED) 'I' FOR INCLUSION

The Institute invited the XRCVC team to conduct a 2-day Workshop on **'I' for Inclusion – A Capacity Building Workshop on Inclusion**, on 21stJan, 2020 and 22nd Jan, 2020. The Workshop was conducted in three phases;

- Introduction to Inclusion
- Special needs of the Differently-abled
- Catering to the Challenged with the help of assistive devices and specially designed tools.

Objectives of the Workshop:

- To increase the sensitivity of students towards learners with special needs
- To apprise students of the various assistive technologies for the visually challenged
- To show how technology can be used to cater to learners with special needs
- To develop an understanding of various inclusive practices

Perceived Outcomes of the Workshop:

- Increased sensitivity towards learners with special needs
- Greater awareness and knowledge regarding the needs of special learners
- Developed insights into the harnessing of technology for the education of learners with special needs
- Enhanced understanding of tailoring strategies to cater to the needs of special learners.

Organization of the Course:

The planning and organization for the two-day Workshop took some time due to time constraints of both the organizations as well as the venue allocation. Finally the Workshop was conducted at St. Xavier's Institute of Education. A mandatory undertaking was taken from the students to ensure discipline and thorough engagement in the Workshop. The timing of the Workshop was from 9a.m. to 4:30 p.m. The XRCVC team, led by Ms. Calveena, set up the devices and equipment to provide hands-on experience to the students. The team demonstrated the different strategies and possibilities of engaging the differently abled children in the class.

Feedback regarding the Workshop:

Most of the students felt that the course helped to develop sensitivity towards and understanding about inclusive practices. The sessions were considered to be very informative and provided possibilities for dealing with children with special needs. The students felt that the Workshop made a difference to their approach towards children with special needs. They further expressed that there is a need for such Workshops as they are very useful for future teachers.

The students were given a certificate at the end of the Course for attending and participating in the Workshop.

19 ACTION RESEARCH

Tasks undertaken:

- Orientation of the students on the following
 - Action research practicum details
 - Orientation of the library resources by the librarian
 - Letters for permission in internship school
- Preparation of the rubrics and assigning groups for evaluation

STEPS FOR THE PROGRAM:

- Orientation by staff in charge
- Staff interaction in groups (Coaching slots allotted in the timetable)
- Action research intervention in internship schools
- Report writing and submission

Objectives of the program

- To orient the students on the objectives of action research.
- To help students understand the importance of action research.
- To help students conduct action research in internship schools with a topic of relevance for teaching
- To evaluate students on action research through online evaluation

Dates: Orientation started in September 2019 and completed on April 15 (final submission)

Offline and Online coaching was given to the students via email, LMS and through ZOOM. Online submission of final report was done on the LMS created for each staff.

Evaluation: The final report was evaluated by the guides themselves with criteria provided for Planning, Analysis and Interpretation.

PROGRAM OUTCOMES

- Students learnt the procedures of doing action research and its significance
- Research Enrichment program brought a lot of confidence to do research
- The output of research showed the creativity and ingenuity of students in the analysis and interpretation of data
- The focus of research for transformation was ingrained in the students

20 CHRISTIAN MINORITY PROGRAMME

This program was organized on February 25, 2020 for the entire class.

OBJECTIVES OF THE PROGRAM :

- To develop the Christian values for leading a better Christian life
- To orient the students with the UAP from the spiritual point of view.
- To enable the students to examine their conscience related to the UAP
- To inculcate in the students a sense of responsibility in fulfilling the UAP UAP(Universal Apostolic Preferences).
- Resource Person was Fr. Ivan D'Souza, Fr. John Cyriac, Fr. Nigel Barrett

Feedback: A google form was circulated among students to get their feedback. Students found all the sessions enriching and the meaning of UAP for one's own development was clearly understood by all students. Programme outcomes were Theme integration, Life skill development

21 CONSULTANCY 2019-2020

Tasks undertaken:

- Developed a plan for consultancy with St. Stanislaus High school for IPP workshops
- Meeting held with the school and consultancy committee on Sept 19th, 2019
- Consultancy email id and Document logo designed
- Consultancy documents created - Need analysis, Session specifications, Staff consultancy schedule, Feedback form, School Teachers' method wise grid
- Memorandum of understanding drafted and signed by the authorities
- Sessions were held by staff members on allocated dates

Objectives

1. To orient the teachers with the features and stages of IPP.
2. To intensively involve teachers in developing instruction designs based on IPP.
3. To enable the implementation of IPP in the school subjects.
4. To develop research skills in teachers to ascertain the impact of IPP on students.
5. To promote the institutionalization of IPP.

THE CONSULTANCY PLAN

Context: Dr. Geeta Shetty

The session will include;

- Meaning and Significance of Context in IPP
- Various facets of Context (student, subject, school, society, self); (local, global)
- Learning styles and learner dynamics
- Aligning Teaching with the Context for attainment of 'Magis'
- Examples of Application

The session included;

- Meaning and Significance of Experience in IPP
- Four strategies/approaches (Cooperative Learning, Constructivist Approach, Multiple Intelligences Approach, Whole Brain Learning)
- Concept and steps of each strategy/approach
- How the strategy/approach is in keeping with the principles of IPP
- How the strategy / approach provides for deep learning and rich 'EXPERIENCES' leading thereafter easily to Reflection
- Fulfillment of 'Magis' through the strategy/approach taken.

REFLECTION – ACTION

The session included ;

- Meaning & Significance of Reflection in IPP
- Meaning & Significance of Action in IPP
- Reflection – Action as an evolving part through other stages of IPP
- Application of Reflection – Action in the lesson
- Impact of Reflection-Action in Personal and Educational Transformation (Teacher as well as student)

EVALUATION:

The session included ;

- Meaning and Significance of Evaluation in IPP
- Methods of Evaluation – Concept and Steps
- Relationship of the approach to IPP
- Steps of Self Evaluation and its significance in IPP
- Criteria for Constructive feedback leading to learner’s growth

WORKSHOP ON DESIGNING IPP LESSON PLANS ;

The session included;

- Teaching by Objectives (Cognitive, Affective, Psychomotor)
- IPP Lesson Plan format – Explanation and Discussion
- Group Work in Syndicates (Developing lesson plans in respective methods)
- Debriefing

TEACHER –SYNDICATE INTERACTION:

The session included

- Working in subject groups on formulating/designing lesson plans
- Debriefing and clarification of doubts
- Motivating the teachers to use the strategies taught and keeping in mind the objectives of the lesson/s
- Interacting with the groups via email and framing final lesson plans

INSTITUTIONALIZATION OF IPP:

The session included

- Meaning and Significance of Institutionalization
- Need for Institutionalization of IPP
- Alignment of Institutional Vision and Mission with Jesuit goals and IPP principles
- Alignment of Institutional Culture/Programs for practicing a Reflective and Contemplative approach
- Strategies and Proforma for Institutionalization of IPP
- Outcome Based Approach with reference to the context of the society

IMPACT ON STUDENTS : ACTION RESEARCH

The session included

- Meaning of Action Research
- Steps of Action Research
- Developing a tool / technique for data collection
- Data Analysis procedures
- Interpretation and Development of action plan
- Tips for presentation of research findings

Sessions completed: All stages of IPP are well understood by the school teachers, next year implementation of IPP will be done along with teacher syndicate discussions.

Program outcomes

- Sessions for stages of IPP successfully completed
- Teachers interacted with the staff effectively to understand the meaning of each stage and are now ready for application in their lessons of each method

22 RUSA REPORTS

Ek Bharat Shreshth Bharat Campaign Activity Report,

January- 2020

As a part of the Ek Bharat Shreshth Bharat campaign in partnership with the state of Odisha, the very first activity conducted in the month of January was the maintaining of an expression board (as seen in Fig 1) where members of the committee and students of St. Xavier's Institute of Education put up articles, charts and photographs that offered information about the state of Odisha. This initiative was taken as a step to introduce our partner state to the students and provide them with relevant information about the state that we ought to know about. It aimed to kickstart a conversation and curiosity among students to explore and learn more about the history, culture, traditions and the currently prevailing conditions in Odisha. It helped to bridge a gap in knowledge and make students aware about the different rich and beautiful facets of the state.

February 2020

The activity undertaken in the month of February was quizzes. It was conducted in the daily as well as special assembly and also in the online format based of the Google forms quiz. The quiz saw enthusiastic participation from all students alike. The special assembly was conducted particularly to present the culture of Odisha through its various dance and musical art forms both classical and folk and musical instruments indigenous to the state and its tribal communities. The performing arts culture of the state is very unique and truly one of a kind.

March - 2020

To continue with the theme of events it was decided for the month of March, that the contribution of students towards the EBSB activity would be setting up a display board dedicated to the cultural diversity of Odisha. This would again include articles, pictures, charts and other artistic expressions of students based on their learning of the state over the previous months. This was meant as an activity to further the learning and understanding among our students about our partner state. This activity created curiosity and encouraged conversations among the students regarding other art forms such as sand art that emerged and was made popular in Odisha and resultantly around the world.

In conclusion, the activities conducted in lieu with the Ek Bharat Shreshth Bharat campaign helped students open their minds to learning about a part of our country that has oft been overlooked and underappreciated through our history. It helped students find an appreciation for unique traditions and history that makes the state of Odisha an artistic, cultural gem.

SWACHHATA PAKHWADA INITIATIVE

There were a number of activities conducted under the SwachhataPakhwada initiative. Listed below are the activities conducted under the SwachhataPakhwada Initiative

1. Pledge:

On 16thJanuary, 2020 Prof. Nishi Kumar read the pledge and the students repeated the pledge after the teacher. By taking the pledge, the pledge taking ceremony came to an end. The pledge read as follows:

“Mahatma Gandhi dreamed of an India which was not only free but also clean and developed. Mahatma Gandhi secured freedom for Mother India. Now, it is our duty to serve Mother India by keeping the country neat and clean. I take this pledge that I will remain committed towards cleanliness and devote time for this. I will devote 100 hours per year — that is two hours per week — to voluntary work for cleanliness. I will neither litter nor let others litter. I will initiate the quest for cleanliness with myself, my family, my locality, my village and my work place. I believe that the countries of the world that appear clean are so because their citizens & indulge in neither littering nor do they allow it to happen. With this firm belief, I will propagate the message of Swachh Bharat Mission in villages and towns. I will encourage 100 other persons to this pledge which I am taking today. I will endeavour to make them devote their 100 hours of cleanliness. I am confident that every step I take towards cleanliness will help in making my country clean.”

2. Assembly:

On 18thJanuary, 2020 an assembly was conducted under the SwachhataPakhwada Initiative and the theme of the assembly was “Innovative technologies for energy conservation and waste management.” The entire assembly focussed on how to conserve energy and manage waste efficiently. The assembly was also followed by a small activity in which the students have to complete some of the popular slogans related to the theme of the assembly. Various technologies were disclosed which can be helpful for the conservation of energy and waste management such as bin-e, robots, machines for plastic recycling and so on. Followed the students were asked their own ways that they use in their everyday life for energy conservation and waste management. The assembly was then followed by a small prayer and national anthem.

3. Best out of waste competition:

On 27thJanuary, 2020 in accordance with the RUSA SwachhataPakhwada Initiative, SXIE held Best out of waste competition. Participants from both FY and SY took active part in this. There were a total of 14 participants from FY who were given a unique code so as to not disclose their identity during the judgement. Dr. Shadab Paloji judged this competition based on the product’s usefulness, creativity and looks. The judge selected 3 participants and ranked them from 1st to 3rd. The following are the winners:-**1st rank-** FYB04 (Demmi Furtado), **2nd rank-** FYB08 (Alsona Gomes), **3rd rank-** FYB03 (Claris Lemos)

4. Poster making competition:

The theme of the competition was “Cleanliness in the Environment.” It was held on 20thJanuary, 2020. Around 14 students took part in the competition. The main focus of the competition was to bring awareness among the students regarding the hygiene and sanitation in the surrounding. The initiative taken by the SwachhataPakhwada on this theme was indeed to bring in motivation among the budding teachers to be responsible and nurture the environment. The competition was a judged event. The three best posters were thus selected and nominated for the prize. The event was also graced by the principal and the staff-in-charge Prof. Preeti S. and Prof. Nishi Kumar. The names of the winners were announced and congratulated in the college assembly.

5. Rural camp:

The students were divided into various groups for the rural camp. There were a total of 4 groups based on the number of community centres.

SHANTI SEVA MANDAL, MANOR:-The rural camp was conducted at Shanti Seva Mandal, Manor and the students had visited the Lal Bahadur Shastri School. The students had visited the Takawal village at Manor. During the rural camp it was observed that the drainage facilities of the village were not in working condition. When the students visited the school they found out that there were equal number of boys and girls in the school. There were also ramps in the school. Overall there was some inclusion practised at the centre.

GNANMATA AADIVASI VIDYALAYA, TALASARI:-The rural centres in Talasari were basically catering the tribal children education. These centres were run by Jesuit Institutions. The infrastructure facilities were provided keeping in mind of all the needs of different children, but adequate maintenance was not done at regular basis. They had good sanitary facilities, and clean water was accessible to them. The inclusion was being practised in making available all the schemes to all the children without any discrimination.

ASHAGAD:-A group of students were sent to Jeevandhara Kanya Ashram Shala in Ashagad. The institution was run by the Jesuits. Most of the children were from a low economic background. The centre was providing them with education with less fees. The students were provided with free uniform, textbooks and bags. The school was providing mid day meal and snacks, which were nutritious. The teachers in the school were very sensitive toward their students. The school had very accepting atmosphere which helped them to overcome their difficulties.

UPLAT:-Another group of students were sent to Uplat a small town near Talasari. They worked at an adivasi school called the Gnanmata Adivasi School. The learners who attend school are coming from a very poor background. It was run by Jesuits. The school was somewhat inclusive in terms that there are ramps around the school, but the roads are not well paved or proper concrete roads, if a wheel chair were to pass the roads there is a possibility that it would topple. The educators were well equipped in teaching the Adivasi students in helping them in their native tongue that is Marathi or Gujarati.

6. Prize distribution ceremony:

The prize distribution ceremony was held in the Multipurpose hall, on Monday, 9th March, 2020. RUSA Coordinator, Ms. Priti Sivaramakrishnan began the ceremony and then handed over the duty to the student coordinators to carry forward the event. Accordingly, the prizes were announced for the Poster Making Competition on Water Conservation, Slogan competition on Forest Conservation and Best out of Waste completion respectively. The winners were asked to display their art and also read out their slogans to the audience. Photographs were clicked with all the winners, principal and the coordinators. In the end, Dr. Vini Sebastian gave her reflection and showed her gratitude towards the successful completion of all the events. Dr. Shadab Paloji was then invited to give a formal vote of thanks. The ceremony ended with a virtual “pat on the back” by Principal Dr. Sosamma Samuel as she was mesmerised by the creativity and efforts by the F.Y.B.Ed students. The ceremony ended at 4 pm with a huge round of applause.

7. Talk show:

Students of SXIE organised and performed a talk show which covered environmental issues and other topics such as Swatchhata, physical and mental awareness and the importance of saving our earth. Scripted by Candida Lobo and BazelaHawa, the talk show was named after the host, Candida herself. Three guests from various backgrounds were invited on the show to share their experiences. 1st guest was Greta Thunberg played by Vanessa Dias, second guest was a YouTuber, famously known as “Mr Beast” played by Sarah Asda and the third and the final guest was none other than Leonardo di Caprio played by BazelaHawa.

The talk show began at around 10:45am and concluded around 11:45am. Students of FY as well as SY were present as audience along with teachers and the principal. All the guests one by one got a chance to share their experiences. After all three guests shared their views and contributions Candida played the very famous coffee quiz which consisted of questions that concerned the environment from all around the world and checked the knowledge of the guests.

Everybody enjoyed this round & Leo di Caprio won the coffee hamper by winning the quiz. In the end all three guests signed the mugs kept beside them & that’s how the talk show ended. The show was accompanied by music at entry and exit and made the show very engaging and at the same time it made a positive impact on the audience by making them aware about the necessity of the cause.

8. Swacchbharatabhiyan awareness initiative:

Sanitation and neatness play an important role in our day to day routine. It is important as it prevents dangerous diseases like Dengue, typhoid, hepatitis, Jaundice, Cholera, etc that can spread due to eating contaminated food, drinking contaminated water or living in an unhygienic condition. With this intention the Swachh Bharat Abhiyan was started in India. For this a series of activities were conducted for the students of standard 7th of Holy Cross High School, Kurla. These activities included a lecture, discussion, watching videos and a short film on the importance of cleanliness, cleaning of the school corridor, cleaning their own classrooms and school bags, appointment of cleanliness monitors and taking the Swacchta pledge. The objective of this was to instill in the students awareness about the Swachh Bharat Initiative and also to recognize the importance of this initiative.

SXIE as an institute has ensured to create environment awareness among students and staff of SXIE. The programme were well enjoyed by the students and students participated in the events with great enthusiasm and spirit.

23 FEAST CELEBRATIONS

Tasks undertaken

- Formulating the 'Theme' of the feast along with the Principal, Manager and Staff
- Coordinating with the Main celebrant
- Making the Mass plan with readings and order
- Making a choir group and finalizing the hymns
- Assigning staff duties along with Madam
- Designing the feast invite and sending across to members
- Conducting 2 special assemblies.
- Working along with the committees for refreshments, hall and altar decoration
- Practices taken of the Entrance dance and the Multicultural dance done at the end of the mass
- Making all preparations of Mass things on the altar and preparing the room for the priest on the day of the Mass
- Compeering the whole program and supervising the whole event.

Objectives

- To make known the significance of the life of St. Francis Xavier to all students.
- To help them prepare for the feast effectively
- To develop a bond with institutional vision and mission through the celebration of the feast.
- To collaborate with other persons and institutions by inviting them for the feast celebration

Special Assembly:

- Worked with students on a special assembly conducted on the life of St. Ignatius of Loyola, on 18th July 2019
- Invited Fr. Errol Fernandes s.j. on 25th July 2019 to speak on the 'Jesuit Ethos' as a preparation for the feast of St. Ignatius of Loyola, founder of the Jesuits.
- Worked with the students and organized a special assembly on 30th November, 2019
- Invited Fr. Errol Fernandes s.j. on 2nd December, 2019 as a resource person to speak on 'Jesuit Mission as proposed by St. Francis Xavier, Co founder of the Jesuits.

Students participated in both the assemblies and gained fruitfully. The hymns for the mass was also practiced at the end of the assemblies.

Main celebrant:

The hall decorations and feast preparations were all coordinated with other staff members and students practices were monitored. All invitees interacted with each other and the whole day was fruitful.

Program outcomes of feast celebration

- Bonding and Networking
- Assimilating the college theme and the Jesuit mission

24 HEALTH CELL REPORT

The Health Cell team of 2018-2019 (Second year) & 2019-2020 (First Year) decided to take care of the health of B.Ed student teachers and teaching and non – teaching staff of SXIE. For this purpose it was decided to arrange and display articles related to human anatomy per month on the health cell board -- **HEALTHY HEARTS OF SXIE.**

Objectives of the Health Cell Board

1. Inculcate healthy life style in student teachers and staff of SXIE
2. Adopt good eating patterns to have a balanced life
3. Self – care tips about Human Anatomy
4. Simple ways to increase immunity
5. Believe in one self for sound mental health.
6. Adopt strategies for a calm and relaxed mental health.
7. Arrange Competition's to promote importance of healthy living.
8. Increase awareness among students for self hygiene and do's and don'ts during COVID Pandemic.

For the month of August, 2019, the health cell decided to display articles related to **Brain**. Brain related articles related to brain exercises, food for brain, current researches in the field of brain, positive and negative impact of technology on brain, diseases or disorder due to lack of healthy diet. Articles were also based on consumption of food items for a healthy brain. Articles were also based on consumption of food items for a healthy brain . For the month of September, the health cell team adopted dedication to the care of **Eye and Ear** for the month of September. The purpose was to create awareness related to the organs – eye and ear. The bulletin board had been set with various articles related to eye and ear like how to balance the volume with the length of the listening to protect our ears, healthy food sources that can be incorporated in our diet for the care of eyes and ears, how teachers can use eye and ear reading to help students with dyslexia, etc. A follow up activity was conducted where the students and the staff members were asked to carry healthy food sources related to eye and ear- Spinach, green peas, carrots, corn, banana, almonds, egg, citrus fruits, cashew, broccoli. For the month of October, the Health cell of St Xavier's Institute of Education had conducted an assembly on account of the **World Mental Health Day** with the theme being – Suicide Prevention. Significance of World Mental Health Day—History of World mental health day along with importance of the World Mental Health Day was sensitized to students. Reasons for mental illness was presented to the students. Students were also taught simple Coping strategies to have a healthy mind. Smiling, complementing, hugging someone who is stressed, listening to soothing music, venting out inner complaints and frustrations were few techniques to ensure good mental health and measures to prevent suicide attempts. On the 17th of December 2019, the Health Cell of the St. Xavier's Institute of Education took an initiative to conduct a **Throat Care Day** as a part of

the Winter Care theme for the month of December. The notice board of the Health cell was updated with articles from the newspaper and also some research articles about tips to cure a sore throat, things to consume that can help to protect your throat and also home remedies that can help in soothing any kind of throat irritation. There was a list of food items that are beneficial for throat that was put up on the notice board for all to check and then decide what they want to bring. On the 17th the Health cell group went to the First year student's class and there they were informed of the causes of the throat ailments, various ways in which they could cure their sore throat and also the importance of home remedies for the same. On 22nd February, 2020, the Health Cell of the St. Xavier's Institute of Education took an initiative put forth the theme of immunity on the Health Cell Board. The objective was to ensure that immune system works to limit microbes' access to the body and prevent them from growing and causing illness. The Health Cell Team of First years discussed and divided different aspects of Immunity and brought articles related to Immunity.

Articles related to immunity covered various aspects from eating fresh vegetables and fruits and healthy exercise to maintain immunity. Articles covered immunity of the different body parts.

The Health Cell Board on Immunity was a well thought theme as the articles were displayed just before the COVID -10 outbreak in India as it helped the students and staff of SXIE family to take utmost care of themselves and their family from the Corona Virus

Health cell Feedback (2019-2020)

The most appealed themes for the participants were mental health, healthy hair, healthy eating and bad effects of junk food, immunity, brain health and healthy mind some participants also answered that all the themes were beneficial, informative and effective. The themes selected were very much relatable to students daily life and hence served as a useful source of knowledge.

91% of First Year Students and 95% of second year students felt that the health cell activities helped them maintain healthy life.

The assemblies and the information on the bulletin board played a vital role in creating awareness and inculcating healthy habits. It acts as a reminder for some students to take care of their health. Some students made a note of all important facts and habits in their journal that they have to practice in order to live a healthy life. Students meditate atleast 15 minutes a day and also listen to peaceful music to calm their mind in order to have good mental health. Students got to know about various food items to maintain a healthy life. the practice of getting certain food items in the lunch box made sure that all are having healthy food everyday. Many natural and home remedies helped students to find cure of certain illness and also take precautions at home.

73% of first year and 87% of second year students follow few of the health cell tips/advice provided to you by the health cell activities.

Some students drink turmeric milk everyday to boost immunity. Students keep journal to clear thoughts, freshen up their mind and to introspect. One of the respondent applies egg white and oil

mixture to their hair before washing it with a shampoo in order to have healthy hair. Mostly all students drink hot water, eat green leafy vegetables and also avoid junk food. Some of the students also mentioned keeping reminders to drink water after every 3 hours. These are well practiced habits which students have inculcated through health cell.

Reflections:

At the end of every Health Cell activity reflections were asked from the students and teachers. Students and teachers read the articles and shared their reflections in the reflection book. Reflection also involved students and teachers sharing about incidents or real life experiences. Students shared their reflections in the Healthy Hearts SXIE Board where students used to share their reflections regularly on topics updated in the Healthy Heart SXIE Board.

HEALTH CELL INITIATIVES ---- GLOBAL PANDEMIC

Amidst the harsh lockdown times the Health Cell prepared a flyer covering different aspects that would be useful to fight the Pandemic. The flyer covered different aspects of Pandemic

- a. Timeline of COVID 19 Symptoms
- b. Types of Masks – Benefits
- c. The Right way to use a Mask and Dispose It
- d. Beat The Stress --- Managing Corona Virus (COVID 19 Anxiety)
- e. Power Your Lungs To Fight Coronavirus
- f. Pros of Coronavirus on Lifestyle.

Story Writing Making Competition & Creating a Comic Strip Competition

Health Cell conducted a Story Writing Competition & Creating a Comic Strip competition on the theme of Quarantine Days. The competition was open to college students of B.Ed colleges and degree college students. Participants had to mail the entries by 6th June, 2020. 36 students participated for the story writing competition and 8 students participated for creating a comic strip competition. The rules and criteria for the both the events were clearly specified and mentioned in the flyer. The participants submitted the entries in an email account created by the Institute. 10 to 12 days were provided to the participants to submit their entries on the email provided. The entries were judged by experts in the respective fields to judge the events. E- Certificates were mailed to the winners and participants.

25 INSTITUTIONAL RESEARCH

St. Xavier's Institute of Education, conducted a 'Longitudinal Study' to understand the '**Test Anxiety of secondary school students**' in the academic year 2019-2020. This study is planned for a period of 3 years on the sample of 1031 Std 7/8/9 students from 4 SSC schools of Greater Bombay. The data was collected by a standardized tool on Test Anxiety whose reliability and validity were established.

- Orientation of B.Ed. students about the treatment to be conducted along with Principal
- Orienting students about how to collect data
- Distributing questionnaires to the students groupwise
- Coordinating with schools for the study
- Collecting the questionnaires back and handing over to the Principal

Data were collected from 4 schools, by the B.Ed. students in the month of February 2020 from Std 9 students as the last phase of the longitudinal study conducted by the institution.

program outcomes

- Entire data collection of the research now completed
- Students learnt how to administer a treatment for the study
- Students learnt to coordinate for research work

Findings reported in previous years:

The study has resulted in the following findings:

- There is a significant difference in the anxiety scores of secondary school students of Std 7 with respect to their gender i.e. boys and girls.
- There is a significant difference in the anxiety scores of secondary school students of Std 7 with respect to different schools.
- There is a significant difference in the anxiety scores of secondary school students of Std 7 with respect to their ages
- There is a significant difference with respect to the levels of anxiety scores of secondary school students of Std 7, 38% of the students were in the high and extreme high anxiety range.

26 COMMUNITY WORK

Tasks undertaken:

- Contacting the Snehasadan Home for Community work
- Orientation of the students on the following
 - Community work details
 - Text critiquing along with the librarian
 - Social analysis
- Preparation of the rubrics and assigning groups for evaluation

Steps for the program:

- Orientation by staff in charges
- Resource input by Dr.Prabha ,Nirmala Niketan
- Preparation of Social analysis questionnaire
- Preparation of the letters to the centres, rubrics for evaluation and certificates
- Preparation of teaching learning materials
- Community Engagement (1 week)
- Assembly presentation
- Report writing and submission

Objectives of the program

- To orient the students on the objectives of community service.
- To help students understand the relation between the context and community service.
- To explain the social analysis format and the procedure
- To evaluate students on community work

Staff coordinators:

Contact person for the program: Fr. Noel, Director, Snehasadan. Ms. Deepika ,
Social worker, Snehasadan

Dates of the program: 25th November to 29th November 2019. Timings 2p.m. to 5p.m.

Centres: The Snehasadan houses opted as Community work centres for this year were as follows
house nos. 3 & 7 (Chakala), 8 & 9 (Jogeshwari), 10 (Mahakali Caves), 11 (Kondivitavillage) and 12 (Am boli).

Activities: The students were monitored at each centre by staff in charges. The activities at the centre were involving with the inmates with English, Mathematics, Science and History. There were art activities conducted by the students and also games were played with them.

Evaluation: Students had to submit their reports with self reflection and were evaluated with the rubric. Assembly was also presented and evaluated by the staff.

COMMUNITY WORK- SEMESTER4

Tasks undertaken :

- Contacting the Rural centres for Communitywork
- Orientation of the students on thefollowing
 - Community work details
 - Text critiquing along with the librarian
 - Social analysis
- Preparation of the rubrics and assigning groups forevaluation
- Calculation of the budget required (as a donation to the ruralcentres)
- Preparation of thecertificates

Steps for the program:

- Orientation by staff incharges
- Resource input by Br. Raju &Dr. Thomas Vaz, Governing Bodymember
- Preparation of Social analysisquestionnaire
- Preparation of teaching learningmaterials
- Community Engagement (1week)
- Assemblypresentation
- Report writing and submission

Objectives of the program

- To orient the students on the objectives of communityservice.
- To help students understand the relation between the context and communityservice.
- To explain the social analysis format and theprocedure
- To evaluate students on communitywork

Centrestaken :Talasari, Uplat, Manor, Ashagad

27 RESEARCH CELL

- Research Enrichment Course planned and implemented . First 4 sessions held from the program given below. Students were enriched and used the knowledge for the action researchproject.
- A DRAFT Research Ethics was presented to the CDC which requiredmodifications.
- A research paper presentation was discussed but couldn'tbeconducted.

RESEARCH ENRICHMENT COURSE

At end of the course the students will be able to

- understand some basic concepts of research and its methodologies
- Identify the components of a literature review process
- identify appropriate research topics
- select and define appropriate research problem and parameters
- select appropriate method for conducting action research
- prepare a project proposal of action research
- organize and conduct action research
- write a research report and thesis
- follow the ethical principles of research in all stages of research

<u>OBJECTIVES</u>	<u>SESSIONS</u>	<u>STAFF INCHARGE</u>
To orient the students about the meaning and procedure of research	Research/Action Research In Education – Meaning, Steps and Types	Dr.Vini and Ms. Kalpana
To orient students on the importance of Review of Related Literature for Problem selection and for understanding the significance of the study.	Review of Related literature & Problem Selection	Dr.Geeta Shetty
To enumerate the different tools of the study and sampling techniques in research	Sampling and Preparation of Tools of Research	Dr.ShadabPaloji
To help students understand and use the ethics of research in their action research	Ethics of research	Dr. Sosamma Samuel
To detail out the procedures for analyzing data in action research	Techniques of Data Analysis Descriptive Techniques of Data Analysis Inferential	Dr.Bijoy Thomas
To equip students to effectively interpret the findings of research	Meaning of Findings, Technique of Interpretation	Dr. Bijoy Thomas
Recording References	Bibliography & Appendices	Ms. Priti S.

28 STAFF MEETING REPORT

Objectives of the staff meeting

- To plan for the various college events
- To reflect on the activities conducted
- To improve the performance on various activities based on previous year's output
- To record the decisions as approved by the staff for the various activities
- To plan on the conduct of the college activities due to the COVID -19 Pandemic
- To encourage an environment for exchange of ideas and a feeling of oneness among staff.

17 Staff meetings inclusive of virtual meetings were conducted for the academic year 2019-2020. The meetings were conducted for the smooth functioning of the different activities and portfolio of the college. Meeting protocols were regularly followed. Agenda for the meetings was collected from the staff members and was sent well in advance before the meeting along with the day, time date venue and points of discussion. Staff members were also requested to prepare brief reports of the points of discussion to have healthy discussions on the agenda points. The minutes of the meeting were recorded by the staff secretary. The draft minutes are then circulated among the Principal & Staff members for approval. The minutes are passed in the following meeting, after approval is received and signatures are sought in the final meeting. The draft and the minutes of the staff meetings are attached in the file. Apart from the monthly meetings on discussion of the different portfolio, meetings were also held in between on need basis to take important and timely decisions. Up to 17th March, 2020 meetings were conducted in the college premises. Due to the COVID Pandemic -2019 virtual meeting were held regularly to discuss and decide on important matters. The staff meetings were well spaced and covered the important discussions required for the college functioning smoothly. The meetings were intellectually deliberated by the staff during the staff meetings. The staff meetings led to harmony with oneself and to be in harmony with each other for the smooth functioning of the college.

29 REPORT OF STUDENT COUNCIL ACTIVITIES

The Student Council of SXIE conducted and organized various activities during the Academic year 2019-20 the list is as follows.

- Teacher's Day Celebration
- Indoor Games Second Year B.Ed
- Indoor Games First Year B.Ed
- Open Forum (Sept & Oct, 2019)
- Talent's Day
- Dashera Celebration
- Diwali Celebration
- Christmas Celebration
- Participation in Inter Collegiate Event at St. Teresa's Institute of Education
- Participation in Inter Collegiate Event Bombay Teachers' Training College
- Manager's Day
- House wise Canteen Day
- Excursion to Kerala (SY B.Ed Council Memembers)

30 STUDENT COUNCIL ELECTION 2019-20

The Student Council for the academic year 2019-20 began its journey by conducting Student Council Elections for the Second Year B.Ed Students. The nominations were taken from the class for the Class Representative's post and from the Asha, Astha and Satya house respectively for the post of House Leader. After the formal campaigning the election took place initially for the post of CR followed by for the post of House Leaders. The following students were elected as

Since the First Year B.Ed admissions were to take place the SY B.Ed student council members did not take the oath of office but started their responsibilities as a member of student council.

Class Representative: Shannon Nogueira

Asha House Leader: Neha Chawda

Astha House Leader: Atiya Patni

Satya House Leader: Veera Dsouza

31 TEACHER'S DAY CELEBRATION

On the occasion of Teachers' Day the members of the student council took initiative and planned and organised program as a token of appreciation for the teachers.

Games are activities that you participate in, for the source of leisure and amusement. Playing games makes us fit, agile and active and even teaches us the quality of sportsmanship. Games lubricate the body and the mind. In the words of Playing games can be done as a part of leisure activity to keep ourselves fit and fine. Games are of various types broadly classified into indoor games and outdoor games.

St. Xavier's Institute of Education strongly believes that along with education it is important to teach young future teachers the importance of physical fitness. Hence it is necessary to accustom the future teachers to physical wellness from their in-service training stage. The organization of indoor games are not just for fun, it builds team bonding makes young future teachers grow and become leaders.

Indoor Games for the S.Y. B. Ed students at St. Xavier's Institute of Education was conducted in the month of February, 2020. This activity was conducted under the guidance of student council coordinators Dr. Geeta Shetty and Dr. Elvina Pereira. A week prior to the commencement of the indoor games a meeting was conducted by the student council coordinators and the House Leaders of Asha, Astha and Satya. The coordinators gave the briefing about the purpose of organizing indoor games and how to go about it. The council members too thought of having different indoor games than the usual ones for a change. They gave us immense insight and input. All the apparatus was provided to us by the Institute and for some the council members took the initiatives to get it from their collection.

The council members decided to involve three members from each house to plan the activity which would make the functioning smooth. A total of 5 games were to be played. UNO, Ludo, Jenga, Head's Up and Carrom. Class participation was overwhelming

As per the decisions two days for the intra houses matches followed by the inter house matches. The class was excited and participative towards the activities. The support from the staff and the Principal was an encouragement to all.

During the finals we invited the staff and Principal to play few games which they enjoyed to the fullest. The class was excited to see them play and discover few games.

Excitement could be seen during these days. The competition proved to be more of a stress buster, Competitiveness was not seen, as all were enjoying and having a great time. The management helped us in all the possible ways. The student council coordinators went beyond the call of their duty to see to it that all the arrangements are in place and the entire indoor games activities went off as per the plan.

32 INDOOR GAMES

St. Xavier's Institute of Education conducts indoor games as a part of Student Council Initiatives. The Bachelor of Education program is very demanding and hence indoor games serves as a stress buster for the student teachers as they put in their best efforts to become teachers. The First Year B.Ed student teachers this proves very beneficial as it helps them to cope up with various academic activities. A week prior to the commencement of the indoor games a meeting was conducted by the student council coordinators Dr. Geeta Shetty and Dr. Elvina Pereira along with the Assistant Class Representatives and the Asst. House Leaders of Asha, Aastha and Satya. The coordinators briefed the FY members of the student council in depth about how the indoor games are conducted in SXIE. They gave us immense insight and input. SXIE has all the necessary sports equipments needed for the games hence the equipments were used for the indoor games were all from the institute.

During the academic year 2019-20 the intra house indoor games were conducted on 26th and 27th February, and Inter house indoor games were conducted on 28th February, 1st and 2nd March 2020. The members of the student council oriented the class regarding the rules and regulations about the indoor games. The Indoor games committee was formed in which along with the Assistant CR and Assistant house leaders three representatives from each house were selected. The entire event was divided into two phases. In the first phase intra-house indoor games were played within the three houses namely Asha, Astha and Satya and in the second phase the inter-house competitions took place. In intra-house indoor games the students were given the choice to participate in minimum 2 events however most participated in more than 3 events. The winners from the three houses- Satya, Asha, Astha were to compete against each other in the finals of the indoor games.

Satya House: As the indoor games started there was an atmosphere of excitement and competitive spirits among the students. The games included games like Carrom, UNO, One shot, Darts, Ludo and Heads Up. These games were conducted after the lectures. All the students were readily taking part in these games.

On the first day the games held were UNO, Carrom and One shot. Every house had its members competing against each other so that one or two players come up for playing the final with other houses. All of the members took part in the games and in this way the final players were obtained. The winner for Carrom were Nevil and Rewati. The winners for UNO were Nicole and Janhavi and the winner for One Shot was Saheel.

The second day was of Ludo, Heads up and Darts. Even in these games students took part enthusiastically. The winner for Ludo was Saheel, for Heads-Up were Bazela and Nicole and for Darts was Nevil. After members of a particular house who would compete against other houses were selected, finals were conducted for all the games.

Students had a competitive spirit and at the same time they were all enjoying much. These indoor games did manage to bring all of us more closer as it was an excellent bonding session for us, we learned more about our classmates and seen what they were good at. Students could also get a little relief from stress as it was a good stress buster, it allowed the child in everyone to come out. Students cheered for everyone irrespective of which house.

Astha house: The participation during indoor games among the Astha house members was overwhelming some of the members of the house came ahead voluntarily while others assured to give a helping hand whenever needed. The committee, hence formed, had a meeting and decided which games were to be conducted and drafted the rules for the same. The 4 Astha house members drafted the rules for Carrom and Bulls-Eye together. The confidentiality of the discussion was maintained by all the committee members. Games were decided on the basis of equipment availability. The committee decided to conduct the following six games: Carom, UNO, Bulls-Eye, Heads-up, One-shot and Ludo.

The Astha house leader encouraged each Astha house member to take active part in maximum number of games. All the members were willing to participate in almost all the games. Almost 50% people from the house participated in all the games. During the intra house competition, the members of Astha house encouraged each other to give their best shot in each game. Each game was well supervised by the Indoor games committee members to ensure smooth just functioning of the games. Along with this, the house members also were very careful and abided by the rules set by the committee. Whenever there was a misunderstanding with regard to any of the games, the committee members resolved the issues peacefully. All the members of Astha house were very cooperative with each other, this helped the committee members to conduct the games effectively.

The participants of Astha house were cheered and motivated by other house members not just for winning the game but for giving their best in each game. The games were played with much bonding and a healthy spirit. The Astha house leader, in between with her funny commentary, engaged everybody.

Astha house members used this programme as an opportunity to bond within the members of their house in a special way. The time between two games was utilised to know each other better, talk to people who are not very participative and to resolve differences.

Asha House: The participation of Asha house members in indoor games was very good. Though all the members were expected to participate atleast in two games majority of them participated in five games.

The Intra House indoor games of Asha house went off smoothly as the core team members helped to make the process smooth. All the members participated responsibly and also enjoyed the games thoroughly. From noting the score accurately to ensuring the just decision making was taken care very well by the alert house members.

Excitement could be seen during these two days. The Intra House competition proved to be more of a stress buster. More than being competitive, the members of the Asha House were actually seen as being very calm and relaxed. The Principal extended help in all the possible ways. The student council coordinators remained beyond the college hours to ensure that the games were moving smoothly

All the games arranged were regular indoor games but to add some fun each game had a twist which made the games more challenging and interesting. The council members assumed the role of referee for each game. They paid careful attention to make a note of the fouls in the game or anyone going against the rules. Different students were appointed to keep a track of the time for games which required such as One shot and also to write down the points on the board after every game/round. With much bonding and healthy spirit the indoor games were played and finalists were cheered and motivated for by an amazing audience. Between two games some students gave a small spontaneous dance performance. The games were made interesting for the audience by funny commentary by some students. On the last day of the finals the points were tallied. And Satya house emerged as the winner followed by Asha and Aastha house. Everyone cheered for each other and thus the indoor games Competition came to an end with satisfaction smiling on faces of everyone.

33 OPEN FORUM (SEPT & OCT, 2019)

In order to give platform to the student to express their opinion and to get their perspective about various activities and programs conducted and organized by the college student council took an initiative to conduct an Open Forum. During the first open forum students shared their views about need to have face to face coaching, talk organised by the college about National Education Policy was appreciated by the students, suggestions regarding prelim exams and input on experiential learning, need look into meaningful planning of the workshops and how preparation of monthly time table helps them to plan and organise their individual work and activities.

During the second open forum library issues were discussed where librarian provided more insight about various library activities and initiative.

34 DASHERA CELEBRATION

SXIE has the culture of celebration of diversity of India. The members of the student council organized the program where the information was provided about the meaning and essence of Dashera.

35 DIWALI CELEBRATIONS

On 24th October 2019, the staff and student teachers of SXIE organized the celebration of festival of light. Various cultural activities were presented by the student teachers like why we celebrate diwali that is the story of diwali was depicted by the student teachers. To highlight the significance of diwali a meaningful prayer service was conducted to remove the darkness and ignorance from the mind and to fill it with goodness. The joy of diwali became more enjoyable with the entertainment program presented by the student teachers.

The program came to an end with a message from Manager Fr. Blaise D'souza and Principal Dr. Sosamma Samule. Diwali celebration was made special by distributing Diwali Faral to the staff and students. The programme ended with a small jam session for the students where everyone danced, clicked lots of pictures and went home with bright and happy faces.

36 FY B.ED STUDENT COUNCIL ELECTION 2019-20

As the First Year B.Ed admissions were over the election for the First Year B.Ed students were conducted. After the nominations given by the FY students the campaigning was organized and the election took place for the post of Assistant Class Representative and Assistant house leaders for Asha, Astha and Satya house respectively. Following members were elected as a council members.

Assistant Class Representative: Saheel Dmello

Assistant Leader Asha House: Sarah Asda

Assistant Astha Leader House: Alsona Gomes

Assistant Satya Leader House: Nicole Fernandes

37 STUDENT COUNCIL INVESTITURE CEREMONY

Once the election was completed the student council investiture ceremony was conducted to give the charge of the office formally. After the oath taking ceremony the student council members formally took the responsibility.

38 INTER COLLEGIATE ECO-FEST AT ST. TERESA'S INSTITUTE OF EDUCATION

The Annual inter collegiate Eco-Fest, 'Planit-E', at St. Teresa's College of Education, was held in the on 16th/17th of November,2019. With a theme that was befitting today's environmental concerns and the role of the youth into shaping the future of our planet Earth. Into its fourth year, this festival currently enjoys the golden status of the FIRST-EVER and ONLY festival based on environment in Mumbai attracting participation from an increasing number of schools and colleges year on year.Presided over by the Principal of the college, Dr Sr. Tanuja Waghmare on behalf of the Management proudly presents the event to be filled with vigour, talent and a spirit of teamwork which can be highlighted through the various events organised such as Debate, Working models, Choral recitation, Street play etc.

Over the last two years St. Xavier's Institute of Education has been a loyal and competitive participant in the events for colleges as they believe in the cause of spreading environmental awareness and continuous holistic development of their student-teachers. Also the theme of the fest was intune with the theme and best practice of SXIE.

The minute one set foot on the premises of St Teresa's Institute of Education, one could feel the vibrancy. Outside the auditorium various students dressed in their ethnic and competitive best set the mood for the celebrations and events. The tone of decoration all over the place was made from recycled or up cycled items which were spreading environment awareness. The fest commenced with an inaugural function at 8:30 am on 16th November 2019 followed by a host of competitions lined up for each of the 2 day program. There are 3 trophies being awarded for the 3 best schools and colleges across the Metropolitan. Dr. Giselle D'souza, Organising Secretary who conceptualized the festival shares, "Watching the campus glisten in shades of emerald and jade at the fest every year, makes me believe that the future of the planet is safely vested in the hands of empowered youth who dream green and have a gamut of innovative ideas to save Planet Earth!"

More than 35 students from St. Xavier's Institute of Education participated in various events and qualified for the finals. The preparation and dedication to win for the third consecutive year was felt in the air and among the students who were eager and excited to give their best. The student teachers of SXIE participated almost all the events scheduled in the category of college and left their mark in every event by securing different ranks.

First Place

- Essay writing, Debate, Rap and Advertising

Second Place

- Documentary and Fashion show

Third Place

- Street play

Participation

- Poster making, Jingles, Model making and Ed talk

All these events were based on the concurrent theme of environment.

The students received certificates accordingly but the excitement and eagerness to know the final results of the college who secured the first place overall which was based on the points obtained in each event was very high. The closing ceremony had a dance performance organised by the students of St. Teresa's Institute of Education highlighted the plight and role of women and children in today's world. The emotionally packed performance was followed by the motivating and energetic speech given by the chief guest, Sr. Clare. Finally, it was time for the announcement of the best college and the room filled with cheers and congratulatory messages when St. Xavier's Institute of Education bagged the title of 'Best College' for the third consecutive year. The continuous motivation of the Principal Dr. Sossama Samuel and the constant support and dedication of the student council coordinators Dr. Geeta Shetty and Dr. Elvina Pereira who were in charge of preparing the students for the event and motivating them throughout the competitions paid off when the trophy was lifted high on the stage and there were smiles all around. The event ended but the spirit of the participants did not flicker. They were motivated to come back next year and support the cause of the event which was deeply rooted in the students being conscious about their actions which will impact the future of the planet and eventually themselves.

39 FAAGUN' – BTTC COLLEGE FEST

Faagun is an annual College Fest conducted by Bombay Teacher's Training College (BTTC), Colaba. The Student Council Coordinators; Dr. Elvina Pereira and Dr. Geeta Shetty received the invitation of the fest. The invitation included the list of various competitions, among them the Inter – Collegiate Duet Dance Competition and the Personality Contest were for the First Year B.Ed students.

A meeting was organized with the student council members to brief them about the intercollegiate event at BTTC. The FYs were given first preference for these competitions. After the discussions four students from F.YB.Ed participated in the competitions. Sania D'souza & Demmi Furtado for the Duet Dance Competition and Sarah Asda & Alsona Gomes for the Personality Contest.

Both the Competitions were held on 5th February, 2020. The Duet Dance competition was held first. The competition was judged by two judges. The atmosphere was jovial as the crowd constantly kept cheering the performers. The Competition was tough, many colleges performed beautifully. The student teachers from St. Xavier's Institute of Education got the participation certificates.

The Personality Contest was held in the afternoon. Sarah A. and Alsona G. Participate in this competition. All the participants were asked to gather in the main hall. Four personalities from different fields were invited to judge this competition. A total of three rounds were held. Introduction round, Question and Answer Round and finally the contestants were asked to walk the ramp. All the participants were well dressed and showcased their best talents too. After all the rounds were conducted, the points of each participant were tallied. The competition was tough but Sarah Asda from St. Xavier's Institute of Education bagged the first prize. The winner was given a sash and a tiara.

All the participants were given a participation certificate. It was a wonderful experience. The four participants surely did work hard for the two competitions.

40 FIRST YEAR B.ED TALENTS DAY

“ Focusing on identifying and mastering your talents and strengths allows you the freedom to grow by leaps and bounds, to live the life you are destined to live” Debra Russell

At SXIE Talent's Day is planned to help the budding future teachers to showcase their talents and to also to help them to explore and discover the gifts that they have got from the creator. The Talent's Day for the academic year 19-20 was organized on 18th November, 2019.

41 MANAGER'S DAY CELEBRATION

The Manager's day was celebrated at SXIE. Fr. Blaise D'souzas.j. Manger SXIE celebrates his birthday on 3rd February which is a very joyous occasion for the SXIE family. The program started by welcoming the Manger followed by prayer service and prayer dance to ask God's blessings on our beloved manager. As a symbol of joy a cake was cut. A power point presentation was displayed on the life journey of Fr. Blaise also the students presented some of the old melodious songs. In his address Manager spoke about some of the experiences which were true sense enlightening to the student teachers. The program came to an end by the address given by the principal in which she thanked the manager for all the support he is been providing as a manager to the institution.

42 CHRISTMAS CELEBRATION

Christmas celebration at SXIE is always a celebration to remember. This year too the preparation started from 16th of December, 2019 and the culmination was the grand Christmas celebration on 23rd December, 2019. Christmas is all about spreading joy and happiness. The college was decorated with various symbols of Christmas and streamers. The decoration which was hand made by the student teachers was truly adding the joyous spirit of the Christmas in the institution.

43 EDUCATIONAL EXCURSION TO KERALA

SXIE believes training future teachers is not just moulding them to teach their subjects well but all equipping them to shoulder various responsibilities apart from teaching. Annual educational excursion at SXIE is part of holistic training. The Educational Excursion to Kerala fondly known as God's own country was held from **6th March to 11th March, 2020** by St. Xavier's Institute of Education. The educational visit to Kerala was organised for the SY B.Ed students by the student council coordinators Dr. Geeta Shetty & Dr. Elvina Pereira and members of the student council under the support and guidance from Principal Dr. Sosamma Samuel.

The planning for the excursion started in the month of October in order to make all the necessary arrangements for travel and stay. Trinity World Holidays, a travel company was approached by the college to plan and manage the tour for a safe and hassle free visit. The entire group consisted of 33 student teacher and 2 student council coordinators and one faculty. After all the deliberations and various interactions and meetings with Trinity staff the excursion was finalized. Mr. Pravin Kesekar was appointed as the tour manager who introduced the itinerary to the college in-charge. Prior to the excursion the entire group was well informed about the detailed program of the excursion and about various other rules and regulations of the excursion.

Day 01 & 02: On 6th March, 2020 the excursion group started their journey by boarding the Garibrath from LLT Mumbai at 4:55pm which reached at Ernakulam Railway Station on **7th March 2020** at 3:20pm. The tour group was assisted to their Hotel and after check in and fresh up the group proceeded for Boating at Cochin Marine Drive. The boating was conducted by a local guide who enlightened us with the history and culture of the place and the different types of occupation and significant architectural buildings in the area. The students then were allowed to shop and interact with locals in the nearby market after which they proceeded for an overnight stay at the Hotel- 'Sea Lord Cochin'.

Day 03: 8th March 2020, the tour group at around 8am proceeded for Local sight seeing which included – St. Francis Church, Mattancherry Palace, Jewish Synagogue. The students were introduced to the history of the sights and interacted with few locals in these places. After sightseeing, the group then proceeded to Alleppey the houseboat hub for the famous backwater boat rides where the students were able to experience and observe the lifestyle and culture of the locals in the area. After lunch on the boat, the group then proceeded to Thekkady where they checked in to the hotel- 'Silver Crest' for an overnight stay.

Day 04: 9th March 2020, after breakfast, the group proceeded to visit the Periyar Wildlife Sanctuary where the group enjoyed watching different types of birds and animals while boating in the Periyar Lake. After the boat ride the group left for Munnar and on the way enjoyed gushing waterfalls and breathtaking views of green thick forests, tea, spice and rubber plantations. Upon arrival the group checked in the hotel- 'Las Palmas' for an overnight stay.

Day 05: 10th March 2020, the group proceeded for local sightseeing in Munnar. Kerala is known as the "Land of Spices" because it traded spices with Europe as well as with many ancient civilizations with the oldest historical records of the Sumerians from 3000 BCE. The group visited Spice Garden, where the students were acquainted with various spices and herbs and their medicinal use and how they are grown and used to treat a number of illnesses naturally. The tour group then visited Blossom Garden where they were mesmerized by the different kinds of flowers and plants in the garden and acquainted to how they are grown and taken care of. The other sights visited were: Tea Gardens, Mattupetty Dam, Echo Point and Kundale Lake. The group then went back to the hotel for lunch and shopping in the evening at a nearby Munnar market followed by a DJ Night for the students and staff for relaxation and enjoyment.

Day 06: 11th March 2020, the group members proceeded for 4 hour journey to Cochin International Airport for the journey back home. On the way, the students got an opportunity to buy the mouth-watering Kerala Snacks for their family. The group arrived at Mumbai Airport at 8:35pm and diverged to their respective homes.

The purpose of this Educational Visit to Kerala was to interact, learn and understand the traditional cultures and lifestyle of Kerala especially the cultural, historical, ancient buildings, churches, synagogues and museums which stands for vernacular architecture and also to learn and understand the rich wildlife, the plantations of tea, spices, flowers, their uses and the environmental factor involved in the process. The delightful, amusing and educational visit came to an end with a bag full of fond memories and experiences.

44 STUDENT ENRICHMENT ACTIVITY TET/CTET etc.

St. Xavier's Institute of Education under its Student Enrichment Activity initiative with the aim to provide guidance for the student teachers about how to prepare for the TET and CTET examinations. Teachers Eligibility Test (TET) and Central Teachers Eligibility Test (CTET) are conducted twice a year annually. The test is conducted for recruitment of eligible teachers for the posts of teachers in various central or state government-run schools in India. The workshop was conducted on 28th September, 2019 by the resource person Mr. Vaibhav Pangam. Mr. Pangam who has done his Post Graduation in History and Political Science and Master of Education (M.Ed), B.E in Printing and Technology and MBA degree. Mr. Pangam has cleared competitive examinations like NET, SET, CTET, TET, TAIT, AWES. Cracking entrance exams has been Mr Vaibhav's hobby since years and hence has gained a lot of experience in this field.

The session began with welcoming Mr Vaibhav Pangam which was done by the faculty coordinator Dr. Elvina Pereira where the brief introduction was also given about the resource person.

Before the session Mr. Pangam spoke about his perspectives about facing and cracking competitive exams which was very informative and it also set the tone of the session in right direction. After discussing his journey and experience in the education field, Sir gave the students an overview about the TET, CTET and other exams and explained the procedure of enrollment for the exams in detail. Sir guided the students regarding the websites they need to surf for the particular exams and explained all the details and particulars that are required for the exams. Sir also gave the students a rough idea about how certain important competitive exams are conducted so that the students can plan in advance.

Sir then gave the students a demo test displaying the questions on PPT and explained the steps required to prepare for the entrance exams. Certain specific points discussed were, like not to try and byheart things instead use the student centric and constructivism approach to solve them, Sir also insisted that the sections of the paper that can help the student to score more points and the ones that will be less time consuming should be attempted first.

The smart tricks and tips shared by Sir was in true sense the highlight of the session which really helped the student teachers to look at these examination with less stress and which could prove valuable for the students while preparing for the exam. One of the very important tips shared was how to manage time in the exam. The exact calculation of the time that the student has for answering each question in the exam was explained because time management is the crucial and vital aspect of cracking competitive exams. Sir helped student teachers to understand how the questions in these exams are set and how we can use previous years solved papers to understand the pattern of probable questions that can appear on the paper. Sir provided references of various resources which could be used to prepare for the exam, and the publications that will be the most helpful. Few relevant YouTube videos that also can be used for preparing for the exams were also mentioned by Sir. Another very excellent source that can be easily accessed by students was Telegram, where there are certain channels that the students can follow to learn about these exams online.

Later the students were given a chance to discuss the various professional avenues for B.Ed teachers and which types of exams are required to qualify and tips about how to get teacher's job in navy or army public schools or government aided schools. At the end very crucial input was given about the validity of certificates that we get after clearing the CTET or TET Examination.

The last phase was an interactive session where student teachers asked their quires and clarified their doubts through questions. The entire workshop was extremely enriching and informative and gave meaningful insights to student teachers about CTET and TET Examinations.

45 STUDENT ENRICHMENT ACTIVITY : SOFT SKILLS

A teacher can make a student feel inspired, as though they can do anything in the world if they set their mind to it. For teachers, the ability to use effective soft skills can make or break a career. To guide us and to improve teacher effectiveness, St. Xavier's Institute of Education, conducted a workshop on Soft Skills on 20th February 2020 by Ms. Sanchi Bohra, Founder of Ikegai Education Labs who enlightened us about soft skills and why it is essential in the field of education.

Soft skills allow us to apply what we have learned in schools to real world situations. Our session with Ms. Bohra were filled with activities, to learn more about each skill. Each skill had different activities assigned to it for better understanding of that skill like, Interaction, Storytelling, Scenario based learning, Creative thinking etc.

The soft skills workshop helped us to interact and form strong relationships, to create trust and dependability and to lead teams. It also allowed us to think outside the box while creating different things from our imagination based on the little items that were given to us. Scenario based learning brought out solutions to the situations currently faced by the education system. The most important point, was to change our mindset, to see the positive in any situations which will have a significant impact on our lives,

While giving us astounding knowledge on Soft Skills. Ms. Bora also focused on the matter at hand, which was grooming. It is essential for a teacher to have a neat appearance in a class. The values in class is brought out not only while teaching but in every aspect of being a teacher. The importance of soft skills and grooming is imperative in the field of education and we are thankful to St. Xavier's Institute of Education and Ms. Sanchi Bohra for giving us an opportunity to learn these soft skills before we can step out in the real world.

46 BRIDGE LESSONS

The objective behind this program was to set a strong foundation and allay the apprehensions of students from diverse academic background regarding the B.Ed. course. This could help in student readiness and induction into the new course programs. The feedback was that students felt at ease with the B.Ed. curriculum and appreciated the effort of the Institute. For quality improvement it was suggested that more lectures can be allotted and different methods like case studies, quiz and games can be included.

47 CERTIFICATE COURSES

St. Xavier's Institute of Education focuses on the grooming of the future teachers and provides opportunities for its students to learn what is required for today's survival as teachers and what is the need of the society. This does include various add on and certificate course. The certificate course in school counselling started from September 2019 and got over in March 2020.

The objectives of the course were:

- To enhance the skills of guidance and counselling among the budding teachers
- To give them exposure to various approaches and techniques of counselling
- To equip them with the skills to conduct test on students and interpret at a basic level.
- To develop the skill to identify the learners who may require special guidance or counselling

For achieving the above objectives, The Institute invited guest faculty, Ms. Sonal D'silva and Dr. Shahana Pathan, who are also practitioners in the field. There were classes held on weekly basis for two hours for which a special classroom with all the facilities to teach was provided. The counsellors took the class after the college lectures got over. Following tasks were chalked out for the students, which could be conducted as per their schedule when it was feasible.

- Project on conducting individual and group counselling
- Visit to a counselling centre in school/ a counselling centre / a special school or any other organization where counselling is practiced on a regular basis
- They also prepared brochure and booklet for career counselling of secondary school student AND in detail mentioned the requirement of a particular career.
- A written assignment, where case studies were provided, and questions were put up related to it.

Once the assignments and other projects were evaluated, students were felicitated with a certificate of completion and grade card.

48 FACULTY EXCHANGE PROGRAMME

(Faculty Expert Resource Sharing Report)

Objectives of the Faculty Expert Resource Sharing Report

1. Increase Collaboration among Institutes.
2. Enable staff members to share their expertise from students of different culture and context
3. Provide students to have an experience of learning through faculty members of different colleges

Faculty exchange program was held between SXIE and SevaSadan's College of Education. Faculty Exchange was held with the objective of helping teachers teach diverse group of students. From the students point of view the objective was to help students understand the topics of the course through a different teacher using different teaching style.

Two staff members Dr. Heena Wadhvani & Dr. Rukmni J from SevaSadan's College of Education transacted the course Assessment for Learning and Language Across Curriculum at SXIE respectively. SXIE staff Dr. Shadab Paloji & Ms. Priti. S transacted the same courses at SevaSadan's College of Education.

The faculty expert Resource Sharing between colleges were as follows for Semester IV courses.

Course	Unit	Staff from SevaSadan College of Education to conduct faculty exchange at SXIE	SXIE Staff to conduct faculty exchange at SevaSadan College of Education	Duration
(CC 4) ASSESSMENT FOR LEARNING	Unit 5a a) Meaning and purpose of Teacher assessment, Self-assessment and Peer assessment	30.9.19 12.30 p.m. to 2.10 p.m Heena.	30.9.19 11.00 – a.m 12.40 p.m Priti	One and half an hour (two lecture periods)
INTERDISCIPLINARY COURSE 3 (IDC 3) LANGUAGE ACROSS CURRICULUM	Unit 4 & Unit 5	19.10.19 1.15 p.m. to 2.55 p.m. Rukumini Unit 4c Engaging learners in language learning – Importance of Questioning and types of questioning, Discussion based learning	10.10.19 11 a.m -12.40 p.m Shadab Unit 5e Techniques to enhance reading comprehension (Scanning, Skimming, Columnar Reading and Key word Reading)	One and half an hour (two lecture periods)

Feedback

SevaSadan's students thoroughly enjoyed the session by Dr. Shadab and Ms. Priti. The session was appreciated and students suggested to have more faculty exchange programs. Creativity, activity based learning, use of games, sharing of experiences were few aspects that Seva Sedan's students teachers liked through faculty exchange

SXIE students also appreciated the class taught by a faculty from SevaSadan's college. SXIE students found the session to be average in terms of helping students to increase their thinking, understanding of the concept conducted by SevaSadan Staff to be average.

49. FACULTY DEVELOPMENT PROGRAMME

Objectives of the staff development

1. To enhance staff members knowledge on different subjects.
2. To provide staff members with an opportunity to share knowledge among their colleagues.
3. To increase staff members interest in research.
4. To enable staff members to use the knowledge in their teachings.

The objectives were attained through the paper reading sessions and presentations by staff members.

Name of the Staff	Theme of the Paper
PritiSivaramakrishnan	Academic Self – Handicapping
Dr. Elvina Pereira	<i>'JOY OF WORK'</i>
Dr. Geeta Shetty	Book Review on “FLOW – The Psychology of Optimal Experience”
Ms.Nishi Kumar	Basic Principles and tenets of Guru Nanak ji : An awareness study conducted at SXIE on his 550-birth anniversary ”
Dr. Bijoy Thomas	How to Excel in Academic Research Writing?’
Dr.Vini Sebastian	Magis: The Magic Understanding the Concept and Application
Dr. ShadabPaloji	Duty of Higher Education VS Problems in Higher Education
Ms.MeenaSuryavanshi	Research Visibility - Career Information System CIS

Feedback

Staff members found the sessions to be knowledgeable and enriching. The topics were found to be stimulating and thought provoking.

50. X-LED XAVIER’S LEADERSHIP EFFICACY DEVELOPMENT

(X- LED)

DIGITAL LEARNING PACKETS (DLP) FOR COMMUNITY AND RURAL CENTRES

- St Xavier’s Institute of Education has been involving its student teachers towards building a just and humane society as its mission with the vision of joyous and creative teacher education. Moreover, the theme of the Institute for 2019-20 is *Building a Hope-filled Future*, with guiding light of the Universal Apostolic Preferences. With these as the light-house of direction the Institute develops its curriculum to go beyond academics towards community engagement and ecological sensitivity.
- Even this year for community work, the student teachers were involved in rural camp/community centres and have shared their

knowledge and techniques of pedagogy with touch of technology. When the student teachers returned from the camps/centres, they experienced and gained from the passion and commitment towards education from the young children of the Camps/Centres. This sharing and interaction has built a web of belongingness and concern amongst the student teachers.

- Thus, when the lockdown was announced and education was carried on with the help of online teaching and digital tools, the student teachers of SXIE under X LED took the initiative to create Digital Packets of Learning. These digital pouches are nothing but small units of syllabus especially in subjects of Science, Math, Social Sciences and English Grammar for secondary school students. These are the presentations which are in easy English, or Marathi or Hindi audio voice over. The digital learning packets are presented with concept maps, images, video clippings so that the children anywhere can learn through fun and easy way. This is just a small beginning, but we assure you that we will continue preparing these Digital Learning Packets for our young friends.
- Ms Kalpana Chavan
- **X LED Coordinator**

51. .CAMPUS PLACEMENT REPORT

Bachelor in Education is a professional course. After providing rigorous training of two years the Institute ensures that the students are placed in different schools. Campus Placement programme was held on 24th February, 2020 for Dubai Scholars & on 2nd March, 2020 for schools in Mumbai. 31 schools from Mumbai of different boards (SSC, ICSE & IGCSE & IB) participated in the campus placement. NGO Akansksha also participated in the campus placement drive. 47 students participated for the campus placement programme. Campus placement was successfully handled by. Dr. Bijoy Thomas and Ms. PritiSivaramakrishnan. Most of the students of the batch 2018-2020 have been successfully placed in reputable schools.

A REPORT OF LOCKDOWN ACTIVITIES

Academic Work:

Mode of Teaching – Online:

1. Online Lectures
2. Action Research guidance

3. Guidance on preparation of Learning Resources .
4. Students prepared videos, uploaded in LMS, evaluation done.
5. Reflective journal evaluation.
6. Pedagogy wise lectures.
7. Blended teaching as per Time Table.
8. Online Class test and online evaluation.
9. Online feedback.
10. Internal marks prepared, sent to University.
11. SWOT Analysis, Student Satisfaction Survey, Student Evaluation, Portfolio Work and Reports completion.

III] Activities conducted for Emotional wellbeing of students:

Information provided on how to battle Corona Virus by Health Cell, Science Club, Maths Club, WDC.

- Guidelines on 'coping up with COVID - 19' by Dr. Shahana Pathan - uploaded on the website.

Mentoring and Counseling by Principal and Staff to students.

All procedures as per the guidelines of UGC, University of Mumbai, JD Office etc.

III] Activities conducted by Faculty members to enrich students during

[A]: Immersion Programmes for a re-alignment to e-learning / online teaching methods:

Sr. No.	Course Name	Outcomes
1.	SXIE web-based course on Instructional design for e-learning for 7 days.	Alumni gained insight into application of different digital to-do's in day to day teaching activities.
2.	Utilization of LMS for effective e-learning with Little flower H.S. Thane for 5 days.	Set up LMS, Teacher have learnt to apply digital tools in everyday teaching.
3.	Online Course on English Grammar essentials for 10 days	Developed deep learning and insight into various grammar concepts, explored creative strategies, launch of YouTube Channel (OE Pg.)

4.	FDP for History Teaching International Programme. SXIE with Kaash Foundation and University of Ottawa, Canada	Students were enriched on usage of different types of history teaching.
5.	Xavier's Leadership Efficacy Development Program (X-LED) with help of student leaders from First year and Second Year students of batch 2019-20 created Digital Learning Packets(DLP) - explanatory videos of the school syllabus with voice over in local languages for community and rural centres .	The community centres have circulated the DLP to its centres for supplementing learning for students and teachers in remote rural areas and community centres of Mumbai. Feedback received from centres stated that the DLP are very much beneficial for the students and even the teachers, would like to have more such learning resources.

[B] Webinars:

Sr. No.	Activity	Outcomes
1.	Library Initiative Webinar on OBS	Acquired deep knowledge on new applications for OBS and resource distribution process.
2.	Geography pedagogy "Geo matters'	Students acquired various approaches to teaching Geography creatively.
3.	Math pedagogy unit's "Strategies and Solutions for boosting Maths learning".	Sensitized participants towards creative methods of Maths teaching, Monthly Maths web-series, Maths YouTube Channel, Collaborations with TIFR, HBCSE.
4.	Health Cell webinar for 3 days "Yoga for Inner Peace and Harmony".	Provided knowledge on healthy living through Yoga, proper diet and coping up strategies.
5.	WDC webinar on "Gender Empowerment".	Enriched students on gender equality towards sustainable development goals.

[C] Competitions:

Sr. No.	Activity	Outcomes
1.	WDC Essay Competition "Review you view".	Reviewed on what young student-teachers feel about women's situation

		during COVIC - 19. The issue was sensitized by students.
2.	Health Cell initiative story writing competition.	Created awareness in students about the importance of preventive measures to tackle COVID - 19.

[D] Collaborative Programme:

Sr. No.	Activity	Outcomes
1.	IQAC of St. Xavier's College and IQAC of SXIE webinar series on "Strengthening wellness for Building a Hope filled Future".	To strengthen the wellness of students and faculty of both the Colleges and also to strengthen the collaboration of the two institutions. Quality enhancement in different dimensions of wellness through online workshops and webinars on wellness
2.	SXIE - TIFR collaboration on Mathematics Webinar "Strategies and solutions for boosting Maths Learning" - YouTube Channel	Shared the talents and activities of both institutions. Innovative strategies of learning Mathematics was gained by students and teachers

LOOKING FORWARD.....FOR A HOPE FILLED FUTURE.

The year 2019- 20 was a year of events. Academically the year was challenging. Teachers were enthusiastic about their portfolios and reshaped their portfolios through feedback, reflection, analysis, and implementation policy. Teachers involved actively in contributing to students, community, and other stakeholders through various mode of activities. Continuous feedback from stakeholders helps the institution to tune up to the needs and expectations of them. The year 2019-20 is ending when educational institutions are on through online classes where we see students on the screen. But St. Xavier's Institute of Education was proficient with technology to bridge the gap of 'connection' between teachers and students to an extent. The RUSA grant received from the government helps produce bright minds and support institutional structure and modernization of infrastructure facilities. The Autonomy committee visit scheduled for April 2020 had to be on hold due to the fast-spreading virus. We hope it may happen soon. By holding firm on our theme of the institution ' HOPE FILLED FUTURE,' we look forward 2020-2021 brighter, more productive and more prominent.

