

**ST. XAVIER'S INSTITUTE OF EDUCATION  
MUMBAI**  
*NAAC Reaccredited with 'A' Grade, 2016*



**ANNUAL REPORT  
2020-21**

**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.The College has completed 68 years as a Teacher Education College par excellence, with alumni ranging from Principals of various colleges, a Vice Chancellor of Mumbai University and Heads of Department of Education. The College aims at imparting Quality Teacher Education and all round development. The College stands for academic excellence and the development of skills, and strives after character formation based on the love of God and the service of man. It seeks to educate citizens distinguished for their integrated development and sincere commitment to God and country, leading lives that are socially meaningful. The vision of the college is '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**

**2A.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 7<sup>th</sup> and 8<sup>th</sup> April, 2020 .The institute was 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. Institute is in constant touch with UGC Coordinator,and pursuing the matter to speed up the process. UGCoffice assured about the visit once the pandemic is in control and travelling restrictions are lifted by government.

## **3. RUSA: BRIEF REPORT RUSA INFRASTRUCTURE GRANT**

RUSA Grant was granted in the year November 2019. But due to the lockdown we could not actively participate. However 2 tenders were ready so the work started much after the tender were passed and we got our solar panels in January 2021. This has led to much reduction in the electricity bill.

Library books worth 5 lakhs were purchased consisting of variety of books in Education and research. The Library also has a 'Digital Signage' for effective display of library materials and for student interaction. The E-reference library has 7 computers, with a Multifunction printer and a small printer with print, copy scan facility. SLIM DCOLLE library software for maintaining library records is also ordered and will be installed.

Research room is set up on the 4<sup>th</sup> floor, where the previous XCELL room is converted. 2 computers and a printer is provided with the grant. Plus we are also going to install the SPSS software for data analysis.

The classrooms and multipurpose halls in the 3<sup>rd</sup> and 5<sup>th</sup> floors are equipped with Digital Podiums for providing quality student interaction. A Digital Podium is also installed in the Auditorium for effective display and conduct of stage activities. The Lecture recording systems are installed in 4 rooms, Social studies, Science room and Computer room on the 3<sup>rd</sup> floors and 5<sup>th</sup> floor lecture room. All rooms are provided with computers so that effective transaction can take place. Computer room is equipped with more computers and 2 wooden panels are created in the middle of the computer room to create additional space for computers. Plus electrical connections and internet facility is also looked into. The college is undergoing a major electric work as the equipment has to be installed plus the provision of internet connections in all teaching rooms and office is looked into. The electrical boxes in some places are also fixed so as to provide an aesthetic and organised form of electrical supply distribution.

The college was asked to transfer all the remaining grant money along with the accrued interest to the 'MAHARASHTRA STATE HIGHER EDUCATION COUNCIL' State Bank of India, Cuffe Parade Branch, A/c No. 35211402077, IFSC CODE : SBIN0005345. So we transferred Rs. 25,05,862/- (RUSA Grant + Interest) . We were then asked to open a ZERO BALANCE

CURRENT ACCOUNT in the State Bank of India, Churchgate Branch, which we have done. We are also given a new PFMS account number (Public Finance Management System- through which we make our regular RUSA payments) We have to now make a requisition of the amount spent by us, which RUSA will approve and send it to our new current account. The balance amount from 1 crore is Rs. 21,36, 781 .

#### **4. Ph.D. CENTRE**

Total 8 students were registered by the Institute under two guides, Dr.Vini Sebastian and Dr. Bijoy K Thomas. Dr.Geeta Shetty ,Associate Professor, is also become a research guide of University of Mumbai.The admission process for selecting students is in progress.The institute advertised the PhD admission process 2020-21 in 2 Leading national dailies, Indian Express English and Loksatha Marathi on 15<sup>th</sup> May 2021. The interview date for selecting students is fixed on 3<sup>rd</sup> July 2021.

##### **Report from Dr.Vini Sebastian ,Research guide**

- 3 students presented their research proposal on 12<sup>th</sup> June 2021, for the Research Advisory Committee with Dr. Jayshree Jayashree as the expert . The students who presented received the feedback from the committee, which consisted of Fr. Blaise D’Souza s.j. Manager, SXIE, Dr. Sosamma Samuel (Principal) and Dr. Vini Sebastian (Research Guide).
- One student Ms. Nitu Singh has declined and sent an email to the Principal stating that she would like to discontinue her work due to health reasons.
- Sheen C.S. has submitted his work for approval of the topic to the University, others are still working on it.

##### **Report from Dr.Bijoy Thomas,Research guide**

2 PhD students Ms.D’ Silva Fleur J.M. , and Ms.Kadam Pooja V. have submitted their proposal to University and their proposals were accepted. These students have assigned registration number by University of Mumbai. Pavitra Khandekar has submitted her proposal to University of Mumbai.

### **5 INTERNAL QUALITY ASSURANCE CELL(IQAC)INITIATIVES**

#### **A. CURRICULAR ASPECTS**

**Key Indicators :** Curriculum Planning And Implementation , Academic Flexibility ,Curriculum Enrichment, Feedback.

#### **MAJOR ACTIVITIES**

- All Academic and co-curricular programs were completed as per the requirements of the University for SY and FY for the academic year 2020-21 through the online mode, some programs are mentioned - for instance
  - Academic portion completion
  - Co-curricular activities
  - Webinars
  - Internship
  - Community Work
  - Online Exams
- Completion of Certificate Course in School Counselling
- Feedback was collected and analysed regarding different programs. Analysis of monthly Online Open Forum.
- Action Research Enrichment Lecture Series Completed.
- Edupreneurship Workshop Conducted
- NEP 2020 Orientation & Webinar
- Institutional LMS was used optimally for Curriculum Scaffolding.

## **TEACHING LEARNING AND EVALUATION**

### **Key INDICATORS**

Student Enrolment and Profile, Catering to Student Diversity, Teaching-Learning Process, Teacher Profile and Quality

Evaluation Process and Reforms, Student Performance and Learning Outcomes, Student satisfaction Survey

### **MAJOR ACTIVITIES**

FY admissions though delayed, from the MKCL conducted smoothly by the Institute

All 50 students (FY) enrolled as per the Unif. guidelines

Participative and innovative methods of online teaching adapted.

Online Team teaching inhouse and faculty resource sharing with other B.Ed. Colleges for different academic subjects conducted for curriculum enrichment.

Mathematics Webinar series concluded, progressing with Collaboration for certificate course with HBCSE (Homi Bhaba Centre for Science Education).

Guidance to students regarding the Online Assessment was provided at regular intervals.

Question Paper for Internal Class test modified to acclimatize students towards online exams.

Learning outcomes for different activities and courses are looked into.

A session on Learning outcomes is planned in the next month as a part of faculty development program

Student feedback course wise and teacher feedback as well as SSS survey collected from the Second Year Students and analysed-

Some feedback examples- Suggestions regarding feedback after assignments, internship schools from different school boards, adapting to online mode and its challenges were looked into for upcoming semesters. Connecting to real world teaching was appreciated.

## **C. RESEARCH, INNOVATIONS AND EXTENSION**

### **KEY INDICATORS**

Promotion of Research and Facilities, Resource Mobilization for Research, Innovation Ecosystem, Research Publications and Awards, Consultancy, Extension Activities, Collaboration

### **MAJOR ACTIVITIES**

Faculty have contributed towards research – through participation in conferences, published papers, and have conducted research-based sessions. Faculty are resource persons for Pre-PHD Coursework. On-going minor research work is continued. Faculty are members of different exam and curriculum revision committee.

One faculty received project to conduct MOOC in collaboration with UNESCO.

Active Ph.D. center- 2 students Ph.D. proposal is accepted, 1 student proposal submitted. The Institute has now 3 PhD guides.

Innovative teaching strategies were oriented to students through various workshops and webinars.

Pedagogy enrichment online workshops were conducted.

e-learning designing Certificate course was conducted and reaching completion.

Consultancy completed for one year and it will continue in the coming semesters.

Community work – Online buddy system completed

Swachhta Action Plan Institute collaboration activities conducted as a part of MGNCRE endeavour.

Women Cell Potentia conducted online collaborative participative program with other degree college for Women's Day.

Collaborative SXC and SXIE Wellness Webinar Series concluded. Valedictory Program planned.

## **D.. INFRASTRUCTURE AND LEARNING RESOURCES**

### **KEY INDICATORS**

Physical Facilities, Library as a Learning Resource ,IT Infrastructure ,Maintenance of Campus Infrastructure

### **MAJOR ACTIVITIES**

Online facilities smooth functioning with Google Classroom

Library Books – are upgraded, new books are purchased. Institutional Membership with SNTD (till August 2020) , will renew after lockdown is over. Library books were increased with RUSA fundings.

Library committee activities are planned with faculty and student representatives.

IT Infrastructure support Institutional -:

Admission and administrative work.

- Academics and examinations well conducted.
- Student Council Activities conducted
- Staff meetings and other regulatory committee meetings conducted.
- IT infrastructure was enhanced under RUSA funding

Physical presence of the Manager, Principal, administrative and teaching faculty in the Institute, as per the guidelines made maintenance of the physical infrastructure possible.

Solar panels were set up for environmental conservation. – (RUSA funding)

## **E STUDENT SUPPORT AND PROGRESSION**

### **KEY INDICATORS**

Student Support ,Student Progression ,Student Participation and Activities ,Alumni Engagement

### **MAJOR ACTIVITIES**

3-day Induction Program conducted for FY students and also repeated for late admission students.

Orientation to semester wise activities was conducted.

Flexibility for conducting internship, action research given based on students' feedback was provided

Students support inform of

E-mentoring

Open forum

Counsellor on call

Online Coaching



Tutorials and Remedial sessions

Guidance to online exams, conducting mock exams

Communication of the Principal with the students for social connectivity in these times was looked into.

Student scholarship and welfare facilities were provided. Student sponsorship was made available to the eligible student.

Online Campus recruitment program was conducted extensively, some SY students have received employment offers.

Student Enrichment programs like Guidance for TET and CTET, soft skills workshop, orienting to Sustainable Development Goals etc. were organized

Students participated online for all B.Ed. syllabus as well as curriculum programs. Supported and conducted student council activities

Attended webinars, joined certificate courses

Online Alumni reunion was organized, alumni as resource persons contributed for course enrichment and project-based activities.

Enhancing pedagogical skills and professional development guidelines were provided to the alumni.

Online Campus placement alumni were given access to give campus interviews.

Alumni were involved for international RISE summit.

Online Parent Interact was organized.

## **F. GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **KEY INDICATORS**

Institutional Vision and Leadership , Strategy Development and Deployment ,Faculty Empowerment Strategies ,Financial Management and Resource Mobilization, Internal Quality Assurance System

### **MAJOR ACTIVITIES**

Universal Apostolic Preferences and theme of the college integrated in different academic and co-curricular programs. The vision and the mission of the Institute, code of conduct is reiterated to students at intermittent times.

Faculty encouraged to participate in different research programs, webinars, refresher and other professional development programs.

Knowledge utilization of N-List and other online resources encouraged amongst the faculty.

Skill enhancement webinars conducted for administrative staff

YouTube and other online platforms for resource sharing utilized by faculty and students

Annual e-Magazine and e-newsletter developed with faculty in charge and student volunteers.

Monthly faculty meetings, regular CDC and IQAC meetings discuss the quality concerns of the Institute.

NAAC planning and preparation work rigorously taken up. Focused discussions and deliberations on every criterion are carried on.

AQAR required reports are being submitted and compiled. Yearly reports of various college programs are being uploaded on the website by the concerned faculty.

Manager as an advisor and active participant in the meetings and different activities is involved in college program.

### **G. INSTITUTIONAL VALUES AND BEST PRACTICES** **KEY INDICATORS**

Institutional Values and Social Responsibilities , Best Practices ,Institutional Distinctiveness

### **MAJOR ACTIVITIES**

The Members of the Institute students and faculty practice through CCA, Community work, Course papers, Induction and orientation programs to contribute to social values awareness and contribution.

Best Practice conducted throughout the year

- Waste Management
- Theme Integration

The reflection aspect of Institutional Distinctiveness a part of IPP was upheld in every program

### **6. BEST PRACTICES OF THE YEAR**

St. Xavier's Institute of Education, as a part of IQAC Best Practice- Waste Management, New Initiative -Creating a culture of reducing and recycling waste at individual was initiated for the academic year 2020-2021. Due to Covid-19 Pandemic students were learning from home and hence the initiative was taken so that even during pandemic students are able to think about reducing and recycling waste in the context of their respective homes.

The student teachers through following activities and initiatives tried reducing and recycling waste.

- Cloth Bags / Quilt out of old clothes
- Use of only cloth bags and saying "NO" to plastic bags
- To minimise the use of paper and related waste students gave preference to electronic transactions
- Compost through kitchen waste
- Recycling /Repurposing sturdy containers / Plastic container
- Recycling plastic into flower pots
- No plastic Bags
- Paper Bags from old news papers
- Recycling of paper to prepare cards and teaching aids
- Proper e-waste disposal
- All- purpose cleaner made from lemon peels.
- Reusing bottles as a home décor
- Recycling spare sheets of paper and cardboard for creating notebooks
- Segregating wet and dry waste
- Less consumption and donating items
- Segregation of recyclable and non – recyclable waste

### **7. INTERNSHIP PROGRAMME**

Internship at SXIE in B.Ed. two year is followed on the guidelines provided by Mumbai University as it is affiliated to the same. Covid -19 Pandemic brought about a lot of changes in the organization of Internship in 2020-2021(Semester III & Semester IV) majorly, and it set the stage for alternative ways of teaching and learning process.



The objective of Internship for 2020-21 (Semester III & Semester IV) was

**Internship Objectives:**

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

**Outcomes Expected From This Special Internship Programme**

1. Student-Teachers become equipped and confident in taking lessons on virtual platform
2. Students learn and display the traditional and modern pedagogical skills while teaching
3. Students should be able to do a quality work in terms of content teaching and use of pedagogical devices (traditional and technological tools)

**Semester III & IV LESSONS:**

For both the semesters Online mode of lesson was used where a few of the lessons were live and in school rest were recorded lessons and were evaluated with the peer group. Various skills were introduced and given training in for student teachers . The routine rubric sheet were not used for this semester 3 & 4 internship. Each lesson was of 10 marks. All the stages of lesson (Set Induction, Presentation, Summarization, Evaluation, spread awareness of the core component, Assignment) were evaluated.

Students consulted the coach and send the unit selected for lessons in advance to the coach to avoid any kind of repetition or clash within the coaching group. Lesson plans were mailed to the coaches in time, dates to start preparing and sending lessons were given. Some coaching slots were provided in the timetable for live interaction and clearance of doubts, Supervision for all lessons and live lessons were done

**For the reflective journal, each lesson has to be used as a source of Following schools provided SXIE with their online platform for teaching.**

- i. Holy Cross, Kurla ( SSC)
- ii. St. Xavier's Fort (SSC)
- iii. St. Ignatius, (SSC)
- iv. Holy Family School, Andheri (SSC)
- v. Saifi School, Byculla (SSC, ICSC)
- vi. St. Francis , Borivali ( SSC, ICSC)
- vii. Mary Immaculate, Borivali ( SSC)

**8.LIBRARY REPORT**

Books have always been a source of learning to students and so do the libraries that equip them. Our library played important role in teaching and learning process. The main development of library functioning during 2020-21 are as following:

1--Under RUSA - 134 books have been purchased with the RUSA grant, Checking, classification, data entry, pasting due date slip-book pocket-barcode tag-book finished, entered in accession register. The RUSA stickers were pasted on the books. Librarian informed that List of this books is displayed on LMS as 'New Arrivals'. Bookend (Support books in stacks) purchased of Rs. 99120/- and quantity is 600.

2--The Librarian informed B.Ed. 2018-20 Batch students to return the books on their mail and WhatsApp group, and she is keeping a follow up to return the books. The list is handed over to Patricia, who in absence of Librarian, will accept return of books, and then only returning their originals certificates back otherwise not. Also Librarian informed B.Ed. 2019-21 Batch students to return the books on their mail and some of the students had returned the library books also from both the batches.

3--Librarian & Ms. Nishi Kumar conducted 'A STUDY ON THE IMPACT OF COVID 19 PANDEMIC ON SOCIETY' and presented the findings and conclusion in the staff meeting.

4--Books asked on approval for approval to purchase under college fees grant. Books purchased and added during 2020-21, for library amounting Rs. 78338/-. Journals & Periodicals also renewed for the year 2021. N-List (Digital Database) & SLIM21 Software membership and AMC renewed. Complementary resources received also entered in register.

5--Librarian had helped S.Y.B.Ed.20-21 Batch students, by giving them scanned PDF copies of a-"Creating An Inclusive School" by Dr. Reni Francis"

b-"Contemporary India and Education by Dr. Lubna J Mansuri"

c-"Guidance and Conselling By Dr, Sunita Jain Swasti Dhar"

d-"Environmental Education By Bharathidasan University Tiruchirappalli (Distance Edu.)" for students reference and only for their academic reference and not for commercial. Librarian informed that some resources has been shared on LMS for Action Research Project preparation. The previous action researches are also kept for references on LMS. Librarian had given tutorial on N-List, how to access and download for easy understanding and academic reference.

6--Also librarian had given Journal and Periodical Alert service, information E-Resources on 'Chhatrapati Shivaji Maharaj' And "Dr. Bhimrao Ramji Ambedkar- Symbol of Knowledge" "New Arrivals-Books Under RUSA Grant" in our Library, "A.P.J. Abdul Kalam(Avul Pakir Jainulabdeen Abdul Kalam) who served as the 11th President of India & Indian Aerospace Scientist and Politician.", Krantijoti Savitribai Phule etc.

7--F.Y.B.Ed. 2020-22 students were oriented about Library by librarian, membership (as our usual practice) along with N List access..

Librarian had helped F.Y.B.Ed.20-21 Batch students, by giving them scanned PDF copies for Knowledge & Curriculum & Childhood & Growing Up.

8--With the 'Idea of writing' and 'Review' librarian had planned for "N-list Resource sharing session" which had taken place on 31<sup>st</sup> May 2021. Where students selected any chapter from the book from N-List (e.g. Gender Violence) critically evaluated and prepared and presented their view, reflection, review, abstract & conclusion, in Word format or PPT Format.

## **9.TIME TABLE**

The Monthly Time Table was prepared and the all the activities were carried out smoothly during the academic year 2020-2021. Due to Covid-19 Pandemic the time table was prepared as per the guidelines given by the government and the university.

## **10. REPORT OF STUDENT COUNCIL ACTIVITIES**

The Student Council of SXIE conducted and organized various activities during the Academic year 2020-21 the list is as follows.

The student Council Election for the Academic year 2020-2021 took place on 4<sup>th</sup> September, 2020 and the following students were elected.

- Class Representative: Mr. Saheel Dmello
- Asha House Leader: Ms. Sarah Asda
- Astha House Leader: Ms. Alsona Gomes
- Satya House Leader: Nicole Fernandes

The draft time table of every month is shown to the members of the student council before it gets finalized and the opinion and suggestions of the council members were taken into consideration.

The Student Council of St. Xavier's Institute of Education organised following activities during the academic year 2020-2021

- Valedictory Function for the Two Year B.Ed Batch 2018-2020 on 17<sup>th</sup> August, 2020.
- Farewell program for Mr. Gautam Rachate who retired on 31<sup>st</sup> August, 2020 after serving St. Xavier's Institute of Education for 30 years.
- Diwali Celebration on 11<sup>th</sup> November, 2020
- Virtual Game Time on 23<sup>rd</sup> November, 2020
- Christmas Celebration on 24<sup>th</sup> December, 2020
- Manager's Day on 4<sup>th</sup> February, 2021

### **11. THE ALUMNI ASSOCIATION REPORT**

A yearly Alumni Meet for the academic year 2020-2021 was organized on Friday, 26<sup>th</sup> February, 2021. Due to Covid-19 Pandemic the meet was online. The alumnus Mr. Elias Coelho, Ms. Jennifer Aranha, Ms. Fatima Electricwala, Ms. Lora Lobo, Ms. Natasia Almeida and Mr. Vishnu Mestry took active part in planning and organizing the online alumni meet.

- The Alumni Association of St. Xavier's Institute of Education, as a part of the Alumni initiative organized Online Panel Discussion on the theme, "A Paradigm Shift In Teaching: Perspectives And Challenges" on Monday, 17<sup>th</sup> May, 2021 from 3:00 p.m. to 4:30 p.m. The illustrious alumnus of SXIE who participated in the Panel Discussion were:
- Mr. Elias Coelho Academic Coordinator, St. Mary's School, ICSE, SXIE B.Ed Batch 1997-1998
- Mrs. Khushnuma Gandhi, Co-ordinator, Cambridge Secondary, HVB Global Academy SXIE B.Ed Batch 2003-2004
- Fr. John Carvalho Principal, St. Paul Sr. Secondary School, Ajmer. SXIE B.Ed Batch 2007-2008
- Ms. Lora Lobo Supervisor, St. Louis High School SXIE B.Ed Batch 2011-2012 .

### **12. CAMPUS PLACEMENT ACTIVITY**

The institution organized campus placements from February 01<sup>st</sup> 2021, to February 25<sup>th</sup> 2021. The campus placement program includes campus placement sessions and the recruitment process.

#### **Highlights of the Campus Placement Programme**

##### **Program 1: Campus Placement Sessions**

Percentage of the students benefit from this program: 100%

- Session on International Board Curriculum
- Session on Preparation for Interview
- Session on Preparing a Curriculum Vitae
- Session on Scope of E-tutor and E-Learning designer
- Orientations to school's work culture, ethos and practices
- CTET orientation: 28 student teachers cleared the CTET exam before the recruitment process

## Program 2: Recruitment process

- Schools participated On-Campus: 29
- Schools participated Off-Campus: 04
- Students who participated in the recruitment process: 39 (Percentage: 80%)
- Students who opted for higher education: 13%
- Mode of campus placement program: Zoom Virtual platform and offline interview /demo
- Percentage of students recruited (April 15<sup>th</sup> 2021): 38%
- Students are on the waiting list to various schools: 40%

## Post Campus Placement

- Follow up on the recruitment process
- Provide necessary guidance to students to select the schools
- Feedback was taken from students: 96% of students have given their feedback.

	Pre campus	During the recruitment process	Post campus
<b>Strength</b>	<ul style="list-style-type: none"><li>• Technology is well utilized</li><li>• The comprehensiveness of the information about the vacancies</li><li>• Orientation about the various School boards</li><li>• The comprehensiveness of the information about the vacancies</li><li>• Pre-campus placement organized, and it was helpful.</li></ul>	<ul style="list-style-type: none"><li>• Transparency and accountability through the campus placement program</li><li>• Equitable services assured at placement process responses</li></ul>	<ul style="list-style-type: none"><li>• Assistance by the faculty for the preparation of the interview, demonstration class etc.</li><li>• Orientation to diverse job requirements and service conditions at schools and workplace</li><li>• Alert services regarding selected candidates' demonstrations and interviews</li><li>• Accessibility to guidance regarding the selection of schools</li></ul>
<b>Suggestions</b>	<p>Campus placement should be held earlier.</p> <p>More training for preparation for campus placement program</p>	<p>More schools with appropriate vacancies suiting the qualifications of the candidates</p> <p>The placement program could have paced well.</p> <p>Junior colleges should be invited for the placements</p>	

### **13.HISTORY PEDAGOGY CLUB**

- International Faculty Development Program (FDP) for History Teachers on the theme, ‘Pedagogy of Teaching History’ was organised by The History Pedagogy Club of St. Xavier’s Institute of Education from 3<sup>rd</sup> August, 2020- 9<sup>th</sup> August, 2020 in collaboration with KAASH Foundation, Centre for Academic and Professional Development (CAPD)Mumbai and University of Ottawa, Canada.
- Independence Day celebration on 15<sup>th</sup> August, 2020. Various programs were organised by the History club members like celebrating the legacy, heading towards a hope filled future.
- An Interdisciplinary Virtual Heritage Walk was organized on Monday, 24<sup>th</sup> August, 2020 at 3:00 p.m. to 5:00p.m. Resource Person was Ms. Alisha Sadikot Founder & Facilitator, The Inheritance Project
- Republic Day Celebration on 26<sup>th</sup> January, 2021

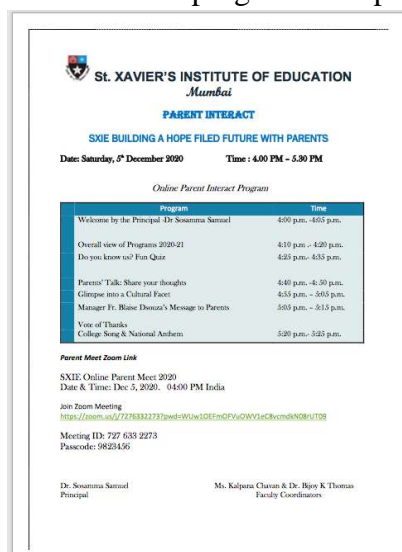
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### **14.ONLINE PARENT INTERACT PROGRAM 2020: SXIE BUILDING A HOPE-FILLED FUTURE WITH THE PARENTS**

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An Online Parent Interact Program, St. Xavier’s Institute of Education (SXIE) BUILDING A HOPE-FILED FUTURE WITH PARENTS, was conducted on 5<sup>th</sup> December 2020. The parents of S Y B. Ed. students of 3<sup>rd</sup> semester were sent program invite as well as registration form. The parents came in good numbers and the registration form showed a good response of over 40 parents in the online platform.

The program was planned in such a way that it was compact keeping in mind the digital challenges faced by students and parents.



The Principal welcomed the parents with cheer and also expressed the Institute’s support to the students and parents during the lockdown and the pandemic situation. Madam assured the parents that the Institute has taken all the necessary steps to provide quality teacher education as well as through various co-curricular and wellbeing programs ensured students’ progress and well-being.

The next program was the overall view of the Semester Program presented by faculty coordinators of the event, Ms Kalpana and Dr Bijoy. Some unique steps taken by the College to ensure that students’ issues, challenges and concerns are heard and handled as best as one could.

The Overview was made up 3 pronged-

1. Academics: under academics, the online lectures, interactions, teaching methodologies like lecture cum discussions, virtual team teaching, panel discussion, google forms, discussion forums, presentation by students, multimedia resources, inviting resource persons from international educational institutes, NGO, etc.
2. For Project based activities, the faculty in charge gave a glimpse how internship, examinations, assignments and other related programs were conducted. Community work program and other internship activities of upcoming semester were also discussed.
3. For Support System G Suite : Reference, Library Support, Online Tutorials, and remedial teaching etc.
4. Extended Academic Programs: were also introduced to the parents.
  - Webinars – Geography, History, Women Cell, Library – OBS, NEP 2020



- IQAC SXIE-SXC Wellness Series, Mathematics series
- Orientation – Skills for Online Teaching, Theme Based, NEP 2020, Swachh Campus.

These programs and their outcomes were presented in front of the parents through power-point presentation .

5. Co-curricular activities were oriented too the parents. The Student Council and the students were appreciated for learning quickly to organize online co-curricular activities. The students had also organized an online quiz program, a fun way to know how much the parents knew about the Institute. It was well participated and enjoyed by the parents. A short video song was played by the students reflecting their immense talent in music, singing, dancing and technological skills.
6. Regarding the Wellbeing and wellness of the students and faculty it was informed to parents about the programs like webinar on strengthening well-being, the open forum which is a platform to listen to the students and although all cannot be modified as the Institute is regulated by norms of University of Mumbai and other regulatory bodies, the students experience a way to express their grievances, suggestions and viewpoints. Counselling and e-mentoring activities are regular feature of the month for understanding and supporting students' academic and emotional wellbeing.

After the presentation, the online parent interact program invited parents to give their views and feedback. A few parents mentioned about the change in their wards/ spouses regarding being more focused and confident during the 2 year of the B.Ed. program.

An online feedback form was also collected from the parents to the context of role of SXIE during the pandemic in transmitting education and parents expectations. As a part of parents as resource persons too, parents were encouraged to join hands with the College. In the feedback form, some parents have volunteered to be induct students into the world of financial literacy, some have offered to give sessions on music. A few parents volunteered to be part of support group of parents.

The program was sprinkled with wisdom from reflective Manager of the Institute Fr. Blaise D'Souza, which was focused and very encouraging for fortifying the bond between parents and the Institute. The program came to an end with a formal vote of thanks by the faculty coordinators. The national anthem sang together gave the program a cohesive closure.



Some of the feedback responses to open-ended questions about the SXIE programs of academic and co-curricular activities are :-

**Appreciation:**

Well and systemically organized.

Excellent work by the teachers and office staff.

During this pandemic what more can we ask for. Excellent work has been done.

The Quality of Education at SXIE is Excellent

Well conducted and a lot of efforts are put in by the staff members.



It's a unique experience this year. Hence I would just say that continue with what your doing and keep up the good work.

**Impact on the wards/spouse**

Should be conducted, so that my ward is gaining all types of experience.

They are reforming and developing skills of ward

Online academic programs and classes have helped my ward to be occupied and worry less comparatively.

They keep my daughter busy and creative. These are skills she will need as a teacher.

Online academic and co-curricular activities are conducted in an excellent manner and it is very helpful for my ward.

All things are handled in very well manner and my daughter has become for creative and takes more efforts to give her best

They're strengthening my child and preparing her to overcome everything.

Suggestions:

They should be of short duration because continuously sitting in front of the screen.

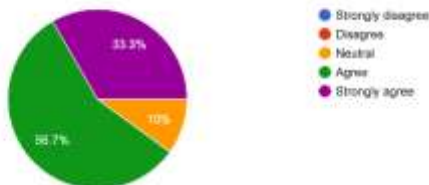
The online classes are conducted well it's just that the timings are too long. My daughter has started getting back pains and headaches due to long screen time

Academic activities and programs are necessary and conducted well but co-curricular activities should not be forced upon the students. It should not be cause for stress and added anxiety in times like this.

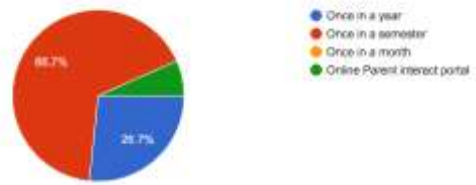
It is good but a humble request please do not keep too many sessions/ lectures in a day.

Some screenshots of feedback form responses

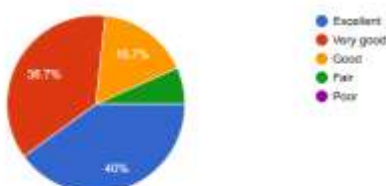
The online classes have equipped my ward/spouse with e-learning skills at his/her pace  
30 responses



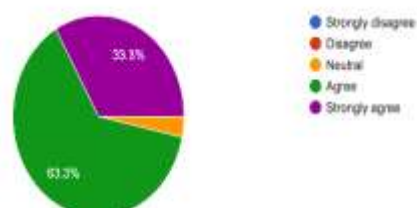
Parent interact programs are required  
30 responses



The level/benchmark of quality of teaching and guidance provided by the College  
30 responses



The online internship has prepared my ward/ spouse to be a teacher even in pandemic times.  
30 responses



## **15.ONLINE ASSEMBLY**

Even in the new academic year the lockdown continued, and the students were studying from home, so the daily reflective assembly was missing. The daily assembly reflecting on human values, on certain significant national and international days, on current issues and environmental significance were presented and deliberated in the physical classroom. The previous years' feedback from student teachers have indicated that assemblies have made a difference in developing skills, enriching knowledge and also developing personality. Thus, it was a felt need to continue with the assembly, now modified to online assembly mode.

As a faculty in charge Ms. Kalpana Chavan first spoke to the student coordinators – Sana And Janhvi and made the pair grouping for students' assembly presentation.

Stages followed for Online Assembly

1. Orientation about the online assembly
2. A Google Classroom domain for the assembly was created with the class code **t5j2tg** <https://classroom.google.com/c/MTIzMDE2MjA5Njcw?cjc=t5j2tgy> was the invite link sent to the students
3. Demonstration and a sample assembly presentation by the faculty in charge was uploaded. The Assembly presentation was with the audio narration with the topic of International Youth Day.
4. The demonstration assembly was referred by the students and on the basis of the demo assembly and understanding its steps, the student- teachers showed readiness for their assembly presentation.  
<https://drive.google.com/file/d/1w4EYDB5oEfVoQsr1jjBVBGvPLkOmDZ15/view?usp=sharing>
5. Student pairs were announced, and the list of the themes were done for smooth functioning of the assemblies.
6. The assembly had to be in form of text, multimedia and reflective questions.
7. The assembly presenters had to upload the assembly video before their lectures.
8. The class could reflect on the assembly presentations, watch the resources uploaded and state their responses in the comment box, as it was done in the physical classroom, except now the responses were shared virtually on the discussion forum.

### Reflection

The students took efforts and creatively presented the value-based assemblies in creative and meaningful manner.

The assemblies online continued till the exams and then on request of the students it was limited to voluntary presentations, uploading of newspaper, current issues and other resources which are thought-provoking.

The challenge of online assembly was felt that it did lack the assembly real-time bonding and interaction as in the physical class and as we could not and did not wanted to increase the screen time, unless necessary, the assembly was more asynchronous rather than synchronous.

## **16. RESEARCH ENRICHMENT PROGRAM**

Portfolio – Coordinator and Organisation of Research Enrichment Program

To scaffold the action research projects and to induct students more deeply into research, every year SXIE adds a value-added /enrichment program in form of Research Enrichment Program. This portfolio was shared with Dr. Bijoy Thomas

The stages of Research Enrichment Program were:-

1. Planning the themes based on the feedback and need of the students.
2. The distribution of the themes in orderly and graded way over the timetable.
3. Arranging for the virtual platform and creating google classroom
4. Notifying the students about the themes
5. Matching the resource persons with the themes as based on their expertise
6. Disseminating t

The different themes selected for the research enrichment program are:-

1. Introduction to Research and Significance of Review of Literature
2. Research Data Tools
3. Research Ethics and Intellectual Property Rights.
4. Data Analysis

The Research enrichment was well attended and participated by the students as it was helping students with their Action Research Projects and understanding the research culture better with added sessions.

The Research enrichment sessions fulfilled its objectives of inducting students into research theoretical and application. The Enrichment Sessions added more meaning to the need for Action Research for B.Ed. students.

The resources presented by the resource person were disseminated to the student teachers for their ready reference.

## **17.COMMUNITY ENRICHMENT PROGRAM**

Portfolio : Coordinator and organization of the Community enrichment Program

The Community Work in the B.Ed. according to University of Mumbai occurs in 2 semesters – semester 1 and semester 4 .

This year the Community Work was a unique feature as a result of 2 main factors – one the online mode was only feasible for 4<sup>th</sup> semester and the late admission process of the first semester students. To resolve this challenge the Community work was done in form of Online Buddy Community Work, wherein the community centre would remain Sneha Sadan where SY students had been engaged with the community centre in face to face mode.

This portfolio was shared with Dr Vini Sebastian

The Community Enrichment Program was organized systematically and to make the stages even clear to the faculty and the students a booklet was created

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

The Community Program was of different stages

1. Pre-community work
2. During Community Work
3. Post Community work

Students' feedback was collected and analysed for quality improvement of the program for the coming years.

The buddy system was much appreciated by both the batches, the preparation of learning resources also helped in developing the skills of teaching creatively to diverse learners.

The Community Centres also appreciated the students readiness to teach and learn and also their dedicated efforts.

The Community work was a fruitful and fostered social responsibility amongst both the batches. The learning resources created by the students will be contributed to the Community Centres so that the inmates can get the benefit of creative teaching through the year and not just during he community work days.

## **18.ONLINE PARENT INTERACT PROGRAM**

Portfolio : Coordinator for Parent Interact Program

For Second year Students Parent Interact Program was organised in month of December 2020.

An Online Parent Interact Program, St. Xavier's Institute of Education (SXIE) BUILDING A HOPE-FILLED FUTURE WITH PARENTS, was conducted on 5<sup>th</sup> December 2020. The parents of S Y B. Ed. students of 3<sup>rd</sup> semester were sent program invite as well as registration form. The parents came in good numbers and the registration form showed a good response of over 40 parents in the online platform.

The Parents were sent invitation and a pre program survey was conducted. The report of the Parent Interact is uploaded on the website.

**St. XAVIER'S INSTITUTE OF EDUCATION**  
*Mumbai*

**PARENT INTERACT**

**SXIE BUILDING A HOPE FILED FUTURE WITH PARENTS**

Date: Saturday, 5<sup>th</sup> December 2020      Time : 4:00 PM - 5:30 PM

*Online Parent Interact Program*

Program	Time
Welcome by the Principal -Dr.Sosamma Samuel	4:00 p.m. -4:05 p.m.
Overall view of Programs 2020-21	4:10 p.m. - 4:20 p.m.
Do you know us? Fun Quiz	4:25 p.m.- 4:35 p.m.
Parents' Talk: Share your thoughts	4:40 p.m. -4: 50 p.m.
Glimpse into a Cultural Facet	4:55 p.m. - 5:05 p.m.
Manager Fr. Blaise Dsouza's Message to Parents	5:05 p.m. - 5:15 p.m.
Vote of Thanks	
College Song & National Anthem	5:20 p.m.- 5:25 p.m.

**Parent Meet Zoom Link**

SXIE Online Parent Meet 2020  
Date & Time: Dec 5, 2020. 04:00 PM India

Join Zoom Meeting  
<https://zoom.us/j/7276332273?pwd=WUw1OEZmQVFuOWV1eC8vcmdkN08rUT09>

Meeting ID: 727 633 2273  
Passcode: 9823456

Dr. Sosamma Samuel  
Principal

Ms. Kalpara Chavan & Dr. Bjoy K Thomas  
Faculty Coordinators



## **19.X-LED ACTIVITIES**

Conducting X-LED activities for Semester 1

For FY students – Youth Inspiring Youth

Theme – Journeying with the Youth

This program is still in making and is planned to be conducted for Semester 2 of FY student.

## **20.FACULTY EXPERTISE SHARING**

Faculty Expertise Sharing was conducted by collaborating with two colleges i.e. Bombay Teacher's Training College & Kapila Khandvala College of Education. The collaboration began by the staff in-charges communicating with each other and sharing the list of courses of taught by the faculty of their respective colleges for courses in Semester 4. The session was found to be very interesting by the students and students from both colleges wished to have more such collaboration.

## **21. HEALTH CELL HEALTH CELL ACTIVITIES CONDUCTED FOR THE YEAR**

### **Awareness of World Health Day 1<sup>st</sup> December, 2021**

The health Cell created awareness on World Aids Day by preparing a flyer and conducting a survey to understand students' awareness about the Importance of World AIDS's Day which is celebrated on 1st December every year. The response for the survey was overwhelming with 42 students participated in the survey.

### **Session on Eating Right A 10 Point Plan**

Health Cell of the St. Xavier's Institute of Education, Healthy Hearts organised a Session on Eating Right A 10 Point Plan. The session was conducted by Ms. Vibha Hasijia, a registered dietician and assistant professor in Department of Food, Nutrition and Dietetics in Nirmala Niketan College of Home Science. The session aimed to create awareness among students about the Impact of Food and Nutrition on Health and develop healthy eating practices and habits. The session was attended by 50 first year students and was conducted through the virtual mode. The session was a learning experience to the students and students liked the tips provided by the resource person in order to stay fit and healthy.

### **Session on Mental Health Crucial for Mental Wellness**

Health Cell of the St. Xavier's Institute of Education, Healthy Hearts organized a talk on Mental Health Crucial for Mental Wellness. The session was conducted by resource person Dr.Nirmala Almeida Teacher, researcher, practitioner and counsellor trainer. The objective of the session was to create awareness about being mentally healthy and enable students to practice mental health to balance oneself and emotions. The session was attended by 50 first year students and was conducted through the virtual mode. Students liked the simple strategies shared by Dr.Nirmala Almeida to maintain mental health.

## **22.LEARNER PROFILE.**

Learner Profile was administered on students of both years to understand the needs and requirements of the students. Students were briefed about the learner profile and online google form was sent to students. Students' data was analysed and based on the responses students were grouped based on the individual questions. The basic analysis was shared with the staff members during the staff meeting. The categorized data would be used to plan academic and non-academic activities for the students.

### **23 . STAFF MEETINGS**

Planning and discussion of college activities is conducted through the monthly meetings. The meetings for the year 2020-2021 have been conducted virtually. Totally 12 monthly meeting, for each month have been conducted. Special meetings too have been conducted on need basis.

### **24.STAFF DEVELOPMENT PROGRAMME**

Staff members were provided an opportunity to share their innovative ideas. Each staff member have presented a though, idea an innovative practice or research paper during the monthly meetings. The presentation of the staff members was followed by discussion and deliberation on the theme presented.

<b>Sr.No</b>	<b>Name of the Staff</b>	<b>Title/Topic of Presentation</b>	<b>Date presented</b>
1	Ms.Priti S	Suggestopedia Method of Learning	3 <sup>rd</sup> July 2021
2	Ms.Meena Suryavanshi	Improving Research Visibility	27 <sup>th</sup> August 2021
3	Dr.Shadab Paloji	Conflict Management	29 <sup>th</sup> September 2021
5	Dr.Bijoy Thomas	Design Thinking In Education	27 <sup>th</sup> November 2021
7	Ms.Nishi Kumar & Ms.Suryavanshi	A study of Impact of COVID 19 Pandemic on Society	29 <sup>th</sup> January 2021
8	Dr.Elвина Periera	“Talent Cliff” A Generational Transition	25 <sup>th</sup> February 2021
9	Dr. Geeta Shetty	Multidisciplinary approach- Perspectives and Strategies	26 <sup>th</sup> March 2021

### **25.CAMPUS PLACEMENT**

The Campus Placement during the Pandemic was planned with utmost precision and organization through the virtual mode. The coordinators of the Campus Placement cell had sufficient discussions with one another to organize and conduct the virtual campus placement for the students. Student teachers were prepared for the Campus Placement program through a value-added course titled Campus Enrichment Course. Virtual Campus Placement program was conducted from 8.2.2021 to 20.2.2021. 28 local schools and 1 International school, Dubai Scholars participated in the campus placement program. 4 school participated in the off-campus placement program. The schools were provided invite letters along with a proforma specifying the job requirements in their school. The job requirements were posted in the Campus Placement LMS created on the Institution domain sxie. 8 students out of 50 students opted to pursue higher education in their subject of expertise and three student teachers were priest and nuns who have joined their own Archdiocesan Board of Education.

### **26.WEBINAR ON LAWS AND POLICIES FOR WOMEN EMPOWERMENT**

#### **SXIE- WDC initiative**

The 5th of May, 2021 marked the day when the inaugural session of ‘Potentia’ – The Women Development Cell of St. Xavier’s Institute of Education, was held, ushering in an eventful and enriching academic year ahead. The session was held via the Zoom platform, and ‘**Laws and**



**Policies for Women Empowerment'** was the topic of discussion for the day. The program was presided by Dr. Vini Sebastian – WDC Convenor, and our faculties-in-charge - Dr. Shadab Paloji and Professor Nishi Kumar.

The session began with Professor Nishi Kumar throwing some light on what Potentia is all about, and some of its impactful ventures of the past. This was followed by a short presentation by Dr. Vini Sebastian, that helped deepen our understanding about Potentia, its objectives, and its collaborations. Miss. Madhulica Sharma, a student of F.Y.B.Ed. then took the stage and introduced the speaker for the day: Advocate Audrey D'mello, Director at 'Majlis' - A legal centre for women and children. Her long list of credentials and heroic contributions in extricating, liberating and empowering women and children, were truly inspiring.

The main session commenced with the keynote speaker presenting a short clip that encapsulated the efforts of Majlis over the years. We were also introduced to how Majlis works towards developing new initiatives, and ensuring effective implementation of law. This was followed by a brief discussion on some other associations that work towards educating and empowering women. It was interesting to get an insider's view into how organizations like Majlis address women's issues at the grassroots level and empower women by giving their lives a new direction. The discussion was not only informative, but it also motivated us, students, to recognise that one cause that we believe in most, and volunteer with an organization that works towards fulfilling it.

The session gradually moved towards focusing on the various laws and policies that protect women. We also had an insightful discussion on how organisations set up such policies. This provided the foundation for a meaningful exchange of views on the prevalence of violence in today's times, and how violence has taken new forms. The thought-provoking questions put forth by the speaker motivated us to introspect on the gory reality of today's world. We were then introduced to some of the important laws surrounding Domestic Violence, namely:

1. The Dowry Prohibition Act (1961)
2. Section 498 A (1983)
3. Section 304 B of IPC (1986)
4. Protection of Women from Domestic Violence Act (2005)

A stimulating discussion on these threw light on various horrific situations that women in our country still encounter. The speaker then communicated, in detail, the different intricacies of the laws. Emphasis was laid on the Protection of Women from Domestic Violence Act, where the speaker articulated the crimes that are covered under this law, the reliefs that this law provides to women, and how this law empowers every individual to raise their voice against any crime inflicted upon or witnessed. We then paused for a short break, followed by an intensive session that focused on sexual abuse. The speaker initiated a discussion and encouraged the attendees to share some experiences. It was indeed heart-wrenching to hear about the heinous crimes that women are subjected to even in today's time and age.

In addition, the experiences shared by a professional added new perspective to our previous knowledge, and made us more aware and informed. The speaker also drew our attention towards the statistics, which revealed that out of the total rape cases that Majlis addressed, about 92% of the time, such crime was committed by those known to the victim, and in 20% of the cases the crime was committed by a family member – a horrifying, bitter truth.

The speaker also spoke on children being victims of sexual abuse, and explained the POCSO (Protection of Children from Sexual Offences) Act; which serves as a very protected environment, while providing justice to all children (irrespective of their gender) under the age of 18. It was indeed a very informative session, as the speaker highlighted many positives of this Act, which most of the attendees were unaware of. It not only gave us a clear picture of what the act entails, but also served as a wake-up call for us, potential teachers, to be more vigilant, especially, while working with children.

The attendees were also introduced to the law that punishes the lodging of a false complaint and another one that guarantees confidentiality by media (in cases where children are victims of sexual assault). Some other legal terms like 'Zero FIR' and 'Mandatory Reporting' were also discussed. Gaining knowledge about these little things that matter so much truly made us feel empowered. Lastly, the vote of thanks was delivered by Miss. Prerna Jain, student of F.Y.B.Ed., where she wonderfully summarized the important learnings from the session. The final remarks were delivered by Dr. Vini Sebastian, who thanked everybody who contributed in making this session possible. Steve Maraboli has rightly said, "The empowered woman is powerful beyond measure and beautiful beyond description". Educating women about the different laws and policies that are drawn in order to protect them, is one great way of empowering women, and this is what this session aptly did. As we left the meeting, each of us were definitely touched in more ways than one. It was truly a rewarding experience, which instilled in us a sense of responsibility; that as the privileged creamy layer of society, if we could help in making a difference to even one life, there would be nothing like it!

## **27. WORLD ENVIRONMENT DAY**

On the occasion of World Environment Day a Quiz was organised by The Eco Club of St. Xavier's Institute of Education, on 5<sup>th</sup> June 2021

The Environment Club of St. Xavier's Institute of Education Organizes Online Quiz On Friday, 5<sup>th</sup> June,

In words of Mahatma Gandhi "What we are doing to the forests of the world is but a mirror reflection of what we are doing to ourselves and one another." The Environment Club of St. Xavier's Institute of Education conducted a Quiz for the FY B.Ed Student Teachers of the Two Year B.Ed Program on the occasion of World Environment Day. The objectives of the quiz were:

Objectives:

- To create awareness about World Environment Day
- To focus attention on various environmental concerns
- To encourage responsible conduct by individuals / student teachers in preserving environment

The winners were:

<b>Name of the student</b>	<b>Position</b>
Ms. Leona Victor Rodrigues	First
Ms. Aldina Roman Gomes	Second
Ms. Nakiya Mustafa Teliya	Second
Ms. Blythe Subhash Gonsalves	Third
Ms. Bilquis Warsi	Third
Sancia Mathray	Third
Ms. Renita Sequeira	Third
Ms. Saloni Philip Ferreira	Third
Ms. Cliona D'souza	Third
Mr. Daris Baptist Lobo	Third
Ms. Rhea Maria Fernandes	Third

## **28 .FOCUSED DELIBERATION ON NEP 2020**

### **School Education Perspectives and Challenges**

Date : 4<sup>th</sup> December , 2020

A meeting of school principals was held on zoom. The following members attended the meeting.

Principal, Dr. Sosamma Samuel

Manager, Fr. Blaise D'Souza s.j.

Staff coordinators : Dr. Geeta Shetty, Dr. Vini Sebastian, Dr. Elvina Pereira

Principals attended : Fr. Swamy, Ms. Seema, Ms. Nutan, Fr. Norbert, Fr. Felix, Sr. Sini, Ms. Ramona

Dr. Sosamma Samuel, Principal, welcomed all. Dr. Geeta Shetty then presented the objectives of the activity.

The main focus areas which were presented were as follows:

- New Pedagogical and Curricular structure
- Teacher Quality and transforming Institutional culture
- Governance and Accreditation

#### **The following points emerged in the deliberation:**

- Training of Aanganwadi workers through online mode
- Boosting School Infrastructural requirements for implementation of NEP
- Service conditions and professional development of preschool teachers(pay scales , gratuity)
- Admission to preschool level not clear
- Teaching through Mother tongue or Regional language in a city like Mumbai may be more applicable to rural areas
- Technological gadgets provided but internet would be a problem
- ECCE is under RTE is a big concern – Admission of students then would be difficult as it has to be under RTE
- Centralization of authority
- Learner diversity is mentioned but Equity policy is not clear
- Children's likes and abilities need to be differentiated
- Human and financial resources in schools need to be taken care of
- Sharing of resources in a school complex, and with community would be difficult as there could be safety issues
- Schools must be open to trainee teachers at ECCE and B.Ed. levels and take interest in their training
- Are private schools under the ambit of NEP 2020 and how will aided and unaided schools collaborate is not clear in admission and sharing of resources
- Choice of subjects – student's choice must be considered instead of parents' interest
- Schools must have autonomy for community engagement, secular activities must be encouraged

- Talent nurturing must be encouraged in schools
- Exam orientation must reduce
- More research must be encouraged in schools
- Reflective practices must be encouraged
- Pupil teacher ratio must be balanced for effective interaction and classroom management
- Integration of curricular and extra curricular activities more clarity on this is required
- Reduction of syllabus is mentioned to accommodate innovative types of learning and teaching , more clarity is needed in this area.

**The meeting ended with a vote of thanks by Dr. Elvina Pereira.**

## **29.WOMEN DEVELOPMENT CELL, POTENTIA**

### **WEBINAR:**

Potentia : WDC LMS

June 11, 2020 : 'Gender Empowerment: Perspectives and Potential' 4p.m. – 6p.m.

Feedback on Webinar on June 11, 2020 – EVERYONE APPRECIATED

### **MINI ACTION RESEARCH:**

Elimination of violence against women – On the occasion of International Day for 'Elimination of Violence against Women'

Gender Bias in Education -On the occasion of Teacher's Day

Are women really free today – On the occasion of Independence Day

### **WOMEN'S DAY CELEBRATION:**

SCWSD, SXIE & RCSC organised International Women's Day on 8th March 2021

This is to inform you that on the occasion of International Women's Day **Sophia Centre of Women's Studies and Development, SXIE and Russian Centre of Science and Cultural studies are celebrating "The 21st Century of Generation Equality". The online event is happening as per the schedule.** The event will take place on the 8th of March 2021, from 3:30 pm- 5:30 pm. The link for the subsequent **Zoom meeting will be emailed to you an hour before the event.**

**Worked out a collaboration of SXIE and SCWSD – MEETING HELD ON 9<sup>TH</sup> JUNE, 2021**

## **30.SWACHHTA ACTION PLAN (SAP) report**

St Xavier's Institute of Education was registered for Swachhta Action Plan (SAP) under Mahatma Gandhi National Council of Rural Education, Ministry of Human Resource Development, Government of India for the academic year 2020-2021.

SAP Orientation session was organized on 5<sup>th</sup> December, 2020 to make student teachers aware about the program and the various initiatives and actions which can be undertaken as a part of SAP program.

As a part of preparation for the SAP Program a session on, 'Spiritual Ecology' was organized on 7<sup>th</sup> December, 2020. The resource person was Fr. Luke Rodrigues s.j. who is part of the Green Team of the Archdiocese of Bombay. The session was an attempt to make student teachers aware about how

spiritual ecology can guide in making campus clean and green. The session was also helpful in understanding the realms / categories of spiritual ecology and the relationship between human beings and the environment.

For the smooth implementation of Swachhta Action Plan the 5 criteria of SAP were allotted to different staff members along with the group of students. The staff members conducted planning meetings in their respective criteria on 1<sup>st</sup> January, 2021 and prepared an Action Plan. On 2<sup>nd</sup> January, 2021 student teachers along with the staff coordinators prepared various activities with respect to their criteria.

### **31.STUDENT ENRICHMENT ACTIVITY PROGRAM**

St. Xavier's Institute of Education under Student Enrichment Activity Program conducted following sessions during the academic year 2020-2021

- **“Understanding and Addressing UN Sustainable Development Goals through Films”** on 10<sup>th</sup> November, 2020. The resource person for the session was, Ms. Alisha Sadikot. Films are often considered as one of the strongest modes of communicating a message which can bring in transformative change in the society. Nowadays films with the social impact are proving to be a driving force to motivate and mobilise young learners for effective and innovating actions. Hence young teachers need to be oriented about how to use films in accelerating the process of implementing Sustainable Development Goals. The session was an attempt towards orienting student teachers about using films creatively to educate and engage young minds.
- **“The Art of Discovering and Enhancing one's Potential as a Teacher”** on Monday, 22<sup>nd</sup> February, 2021 from 2:00 p.m. to 4:00 p.m. The resource person was Ms. Sanchi Bohra, Founder, Ikegai Education Labs.
- To help student teachers prepare for the CTET and TET Examination a session was conducted on the theme, **“Preparatory Workshop on CTET & TET”** on 9<sup>th</sup> January, 2021. The resource person for the workshop was Mr. Prakash Almeida, Founder and Director, Career Development Centre.
- A session on, **“Communal Harmony : Skills For Practice”** was organised on 16<sup>th</sup> January, 2021 in collaboration with Samanvaya. The Program Advisors were Fr. Prashant Olalekar s.j., Dr. Sosamma Samuel, Principal and Fr. Blaise D'Souza s.j., Manager. Program Coordinator: Dr. Vini Sebastian, Panel Moderator : Astrid Lobo Panelists : Irfan Engineer, Sanjeevani Jain and Sweedle
- A workshop on, **“Heartfulness: Relaxation and Meditation: For Relax Body and Calm Mind”** was organised on Tuesday, 15<sup>th</sup> June, 2021 at 9:00 a.m. to 12:00 noon. The Resource Persons were Ms. Meenakshi Singh & Ms. Rakhee Arora

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### **33. 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



### **34.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](http://www.sxie.in)

Details Included in the LMS

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

### **35.MARATHI BHASHA DIVAS**

The Marathi Bhasha Divas was celebrated in St. Xavier's Institute of Education on the 27<sup>th</sup> 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 27<sup>th</sup> 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.

### **36.RURAL CAMP**

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

Rural Camp 2020

Centre – GyanmataSadan, Talasari

Dates- 6<sup>th</sup> January 2020 – 10<sup>th</sup> 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 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 then 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...

### **37.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.

#### **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
- Counselling

### **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.

### 39. 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)
<b>EXTERNAL SEM III</b>	---	11	19	16	02	01	---	01 (Not appeared)
<b>SEM I</b>	<b>CONSOLIDATED MARKSHEET NOT YET SENT BY THE UNIVERSITY</b>							

#### **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 28<sup>th</sup> April 2020 to 30<sup>th</sup> 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.

### **40. 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 21<sup>st</sup> Jan, 2020 and 22<sup>nd</sup> 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.

## **41. 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 charges
- 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

### **42. 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

### **43. CONSULTANCY**

#### **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 19<sup>th</sup>, 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. GeetaShetty**

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

## **44 REPORT OF THE CERTIFICATE COURSE IN MATHEMATICS TEACHING: TEACHING RATIOS, FRACTIONS AND PROPORTIONS SXIE-HBCSE**

The course was designed by both institutions in a collaborative way. The course objectives, course content and course requirements are mentioned in the course brochure. The overwhelming response for the course has motivated us to conduct the course in 2 phases. The manner of conducting the course was in an interactive manner that participants enjoyed and the meaningful interactions led to interactive questions and stimulated a learning environment all the days of the course.

Number of Participants in the Phase 1 : 31 participants

Number of Participants in the Phase 2 : 25 participants

The course was offered free for the SXIE Mathematics Pedagogy students.

Phase 1 : 7 students

Phase 2 : 8 students

DATES OF PHASE 1 : 26th April 2021-6th May 2021

DATES OF PHASE 2 : 29th June 2021 – 9th July 2021

The course provided a detailed knowledge and practical application of Ratios, Fractions and Proportions. The course provided assignments to test the knowledge acquired and gave the opportunity to the participants to upload their materials in the LMS created for the purpose.

#### **Feedback of the webinar**

Wonderful session, learn a lot The course was well paced and highly interactive.

The professors were patient and thorough with their explanations.

Very well organized.

All the content covered was so practical & never learnt before in such a way...

It was very Good.

I loved it the way they teach with patience and technique.

It was very good.

Enriching, innovative and challenging.

Extremely knowledgeable This was a truly eye opener session for me

The course was well organised and helpful It was an enriching experience. It was a wonderful learning experience. Informative, practical application, connection to real world

Thoughtfully designed.

Ample of examples and suitable explanation.

The selection of topic is perfect because a few children always keep adding the denominator.

And I think I received the guideline to handle this issue.

I will definitely get back with my experience after using the methodology.

Thanks a lot for arranging such a workshop.

It was really interesting to see how fractions really are and how we are taught usually in our school

#### **45 WEBINAR SERIES ON STRENGTHENING WELLNESS FOR BUILDING A HOPE-FILLED FUTURE**

St.Xavier's Institute of Education & St.Xavier's College ( Autonomous) Jointly Organized a Webinar Series On Strengthening Wellness for Building a Hope-filled Future For Academic Year 2020-21 Theme: Physical, Social, Emotional and Spiritual Wellness .

Internal Quality Assurance Cell (IQAC): The Internal Quality Assurance Cell of the two Institutes believe in assuring and enhancing the quality of life of its stakeholders, especially students and faculty by strengthening the wellness of the overall personality. According to the World Health Organization (1948), "Health & Wellness is a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity". Thus, wellness can be understood as a positive, conscious, goal directed and evolving process of achieving a multidimensional and holistic lifestyle encircling emotional, social, physical and spiritual well-being.

About the Program: As Higher Education is realigning to the 'new normal', the Strengthening Wellness Program intends to postulate opportunities to foster positive outlook, resilience, harmonious wellness for building a hope-filled future of its students and teachers. This program aimed to scaffold striving for academic, personal and professional excellence. IQAC has orchestrated stimulating resource persons and variety of themes to enhance the quality of life, zest for positive existence and contribute to wellness of the individuals and the community.

Theme: Physical, Social, Emotional and Spiritual Wellness Internal Quality Assurance Cell (IQAC):

Timing: Inaugural session and first webinar (26th June 2020) was held from 11: 00 a.m. to 12:15 p.m. • Subsequent webinars (July to December) were held from 4:00 p.m. to 5:00 p.m.



## Webinar Series

- 1) 26th June 2020: Core Strengthening Ms Pratiksha Phadnis Head of Dept. Physical Education & Sports, Govt. of Maharashtra's Ismail Yusuf College.
- 2) 24th July 2020: Wellness & Coping with Adversities Dr Aamir Shaikh, Founder, Health Care Consultant, Assansa Consultancy.
- 3) 28th August 2020: Wellness and Values (Dr) Fr Keith D'Souza S.J., Rector, St. Xavier's College (Autonomous), Mumbai
- 4) 25th September 2020: Immunity Building & Wellness Dr Seema Das, HOD, Dept. of Life Science & Biochemistry, St. Xavier's College (Autonomous), Mumbai
- 5) 24th October 2020: Wellness for life
- 6) 27th November 2020 Emotional Resilience and Wellness Dr Gomathi Shah, Associate Prof, Centre for Education, Innovation & Action Research, TISS.

CO Ordinator : Ms. Kalpana Chavan: Email: iqac.wellnessxaviers@gmail.com Program Convenors: Dr Rajendra Shinde, (Principal - SXC) & Dr Sosamma Samuel (Principal- SXIE) Program Coordinators: Dr. Seema Das (SXC) & Ms Kalpana Chavan (SXIE)

### Program outcomes of feast celebration

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

## **46. 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 6<sup>th</sup> 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.

## **47. INSTITUTIONAL RESEARCH**

St. Xavier's Institute of Education, conducted a 'Longitudinal Study' to understand the test Anxiety of High School students. The study started from the academic year 2017-18. The topic of the study is 'A LONGITUDINAL STUDY OF TEST ANXIETY OF HIGH SCHOOL STUDENTS OF

MUMBAI REGION AND EFFECT OF STRESS REDUCTION ACTIVITY AS AN INTERVENTION PROGRAMME. **The study went on to 2019- 20. The study is almost in the final stage with analysis and Findings.** 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.

**48. RESEARCH CELL**

- Research Enrichment Course planned and implemented . Students were enriched and used the knowledge for the action research project.
- A DRAFT Research Ethics was presented to the CDC which required modifications.
- A research paper presentation was discussed but couldn't be conducted.

**49. 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

<b><u>OBJECTIVES</u></b>	<b>SESSIONS</b>	<b>STAFF INCHARGE</b>
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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.

## **50 MANAGER’S DAY CELEBRATION**

The Manager’s day was celebrated at SXIE. Fr. Blaise D’souzas.j. Manger SXIE celebrates his birthday on 3<sup>rd</sup> 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.

## **51. FUTURE PLANS**

The Academic year 2020-21 was also continued with online lectures since it was instructed by Government not to call students to college physically. But institution had taken every care to provide students with various kinds of experiences through Learning Managing systems and use of technology. Institution is expecting the second crore under RUSA scheme for further development in modernizing the infrastructure. As the institution is expecting the visit of UGC Committee to grant Autonomous status soon , the expansion of the institution is on the anvil .

- New courses like Diploma course on International Education, Certificate course on Ignatian Pedagogical Paradigm (IPP), Post graduate Diploma in School Counselling etc.
- Creation of a Resource centre for college as well as community.
- Discussion is in progress to become part of a multi disciplinary college since the institution is a stand alone college.
- As the year 2020-2021 is the Ignatian Year, a book on IPP is in progress

By holding firm on our theme of the institution ‘ HOPE FILLED FUTURE,’ we look forward 2021-2022 brighter and more productive.

