**Best Practice 1**

**Title of the practice: Module-based exams**

**Objectives of the practice:**

Enables teacher to dig deeper into the academic progress of a student

Better student engagement

Evaluation of course learning outcomes

Assessment of students at various levels

Faster processes

**The context that required the initiation of the practice:** Having the traditional descriptive Continuous Internal Assessments (CIA) exams twice during the semester was tiring for the students as well as for the teachers. The students were overloaded with CIA, preparation for end semester exams, cultural activities, etc. The College has also been constantly working towards teaching-learning innovation, designing new curriculum and adapting to ICT for a better student learning outcome. Having realized the need to enhance student performance and giving the best learning experience to the students coupled with adapting to ICT, led to beginning of the module-based exams.

**The practice:** The Continuous Internal Assessment 2 exam was changed to a Module-based exam. Different programs and departments were given the freedom to choose the best way to analyze and evaluate student’s performance. The programs/departments can arrange regular quizzes, short tests, Multiple Choice Questions (MCQs), descriptive, objective etc. based question sets to evaluate the student’s learning outcomes.

**Obstacles faced if any and strategies adopted to overcome them:** Real to Virtual transition was a major concern. The teachers acquainted with traditional classroom teaching are not tech-savvy and hence it took time to adjust to the Module-based exams. Majority of the departments and teachers chose Module- based exams for the Continuous Internal assessment.

The teachers were trained to use Moodle – the Learning Management System and two teachers were asked to assist other teachers who were conducting the Modular exams for the first time.

**Impact of the practice**: There has been a distinct enhancement of the student’s interest levels, their involvement and performance. Teachers have been able to assess the progress of the student. The module-based exams have been easily executable and swift, with instant evaluation of answers.

**Resources required:** Learning Management System (Moodle). The Moodle was upgraded from 3.7 to 3.9.

**Best Practice 1**

**Title of the practice: Inculcating environmental consciousness in young minds.**

**Objectives of the practice:**

To enhance awareness about the environment beyond the immediate environment

To augment knowledge and skills required to protect environment

To provide an opportunity to be actively involved in environment protection and nurturing

To improve the conservation of biodiversity through scientific approach

**The context that required the initiation of the practice:** Today’s youth need to be more concerned and responsible for the environment which they will bequeath to the next generation. Aware and empowered young people will be enabled to engage in new forms of action and activism that will generate effective responses to the ecological challenges. The college, in line with its Vision has attempted to inspire and build up a set of eco-sensitive environmental leaders.

**The practice:**

The Institute takes pride in organizing round the year programs which include participation by all of its stakeholders. Under the aegis of the NSS, a workshop entitled ‘Exploring Green Ideas for Environmental Action in St. Xavier’s College Campus’ was organized under the leadership of Fr. Lancy D’Cruz, SJ. This was in collaboration with the Gujarat Jesuit Ecology Mission (GJEM) whose Eco-Education team designed and conducted the workshop which consisted of input sessions by experts, games, activities, film screening, group discussions, and presentations. Around 60 students were ignited to take a leadership role in environment promotional activities.

Students through the NSS, regularly meet on campus to make and distribute paper bags to reduce plastic bag usage. In the canteen single use plastic disposable cups have been replaced with paper cups. The College has placed waste collection bins at several places in accordance with Swachh Bharat initiatives by the Government of India. A system has been set up whereby the waste is regularly collected by the Municipal authorities. Consistent efforts have been made to reduce paper waste.

For water management, grey water mainly generated from bathrooms and wash basins of the hostel are treated through a horizontal flow filter arrangement which has the capacity to handle 20,000 liters of grey water per/day. The water thus treated is used to irrigate the play grounds. To make judicious use of water available, the college has installed several water sprinklers in the gardens.

The Botany students have been trained in organic farming and they had a hands-on experience of creating a small kitchen garden on college campus. They are also trained in documenting flora and fauna of the College.

**Obstacles faced if any and strategies adopted to overcome them:**

There has to be more active involvement of all stakeholders. Currently, it is the NSS volunteers and students of Botany-Zoology who constitute the bulk of volunteers. More MOUs are required for effective waste management of e resources and laboratory waste.

**Impact of the practice:** Students are filled with enthusiasm to bring changes in their life style and show a willingness to do more for environment.