Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust.

SXCA strives to keep the focus on the learner both in the teaching-learning process and in the process of evaluation.

With a view to imparting learner-centric education at Xavier’s, a high premium is placed on innovative teaching-learning. The Faculty design the delivery of the course in a manner wherein attention is primarily focused on the needs, interests and skills of the learner. Course outcomes have been incorporated in the syllabi to provide direction to the students’ learning objectives and to their evaluation. Unitised Teaching Plans for each subject are uploaded by every teacher at the beginning of the semester. To engage students deeply in the learning process, diverse activities are conducted by various departments round the year. Some of the notable examples are Departmental fests like ChemCho, Bio calyx and Eco fest, wherein students enthusiastically take part in organising and presenting their novel ideas. These fests have promoted interactions amongst the students at the state and national levels. Other activities include group discussions, class presentations, extension lectures, audio – video mode of learning, conferences with alumni, quizzes, film screening on specific topics, project work, surveys, mini projects, field trips, interdisciplinary activities, and many more. Additionally, some departments also encourage students to participate in co-curricular activities outside the college. These activities help develop their communication and team building skills while the classroom presentations on different topics help improve analytical thinking.

SXCA has begun incorporating experiential learning modules in the curriculum which aims to improve student learning by evaluating learning outcomes in novel and effective ways. The first is the introduction of the small module format, which is the prerogative of each department. This is independently conducted by the department, according to the suitability of the subject. This format provides an incentive to the teacher to move away from the stereotypical modes of assessment, encouraging them to evaluate the students’ learning through seminars, viva, class tests, multiple choice questions, making a class notebook, etc permitting a continuous monitoring and evaluation of the students. The results of these activities are announced quickly, thereby helping to identify students requiring individual attention leading to quick remedial actions, and a prompt grievance redressal in assessment through teacher-student interactions. The second is the Module based examinations which stimulate students’ intellectual and skill development, discouraging rote learning. Learning management system MOODLE is extensively used in conducting evaluations in the form of assignment submission and quizzes, etc.

These methods have encouraged students who find the remembering and recalling mode of examination difficult, to them improve grades significantly since the judgement is based, both on theoretical and applied knowledge through different ways. They have motivated students to learn as they go along, rather than to learn everything at the end of the course merely to write the exam. The students have been provided with a basket of opportunities to prove their understanding of the subject, resulting in a reduction in their anxiety.