ST. XAVIER'S INSTITUTE OF EDUCATION
(AUTONOMOUS)
NAAC Re-Accredited with 'A' Grade

X- CALIBRE

2025-2026



X-CALIBRE



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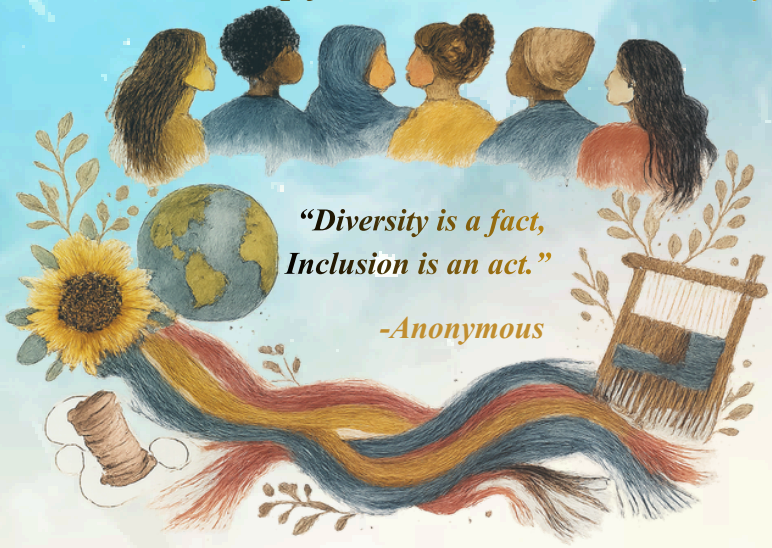
DANICA DSOUZA
MARYANN BARRETTO
UDYATI SHAH

St. Xavier's Institute of Education (Autonomous)

X - Calibre

ABOUT THE MAGAZINE

Theme: Citizenship for Inclusion & Sustainability



The Magazine X- Calibre is a repository of happenings, expressions, inspirations and dreams. Excalibur was the name of the magical sword of King Arthur. SXIE's X- Calibre is the writing pen that connects the goals, vision, dreams, inspirations and achievements of the Institute in an annual publication. It is a collection of ideas and thoughts, presented verbally and visually. The magazine focuses on the potential that St. Xavier's stakeholders realised.

The students, faculty, alumni, parents, experts, along with the Principal and the Manager are the patrons of the Magazine X-Calibre. The students' expressions in the form of art, poetry, stories, photos, and digital artwork are fostered in the creative section. In the report section, the major academic and cultural activities are reported.

Objectives of the Magazine Committee

1. To provide an open platform for the students to express themselves through their writings, artwork, etc.
2. To develop a repository of the annual college programs from a descriptive and reflective approach.
3. To project the vision, mission and policies of the Institute through the Magazine
4. To enhance the employability skills of writing and innovative thinking.
5. To be a medium of developing hidden talents and potentials of the students.
6. To communicate the institutional dreams and goals.

Roles and responsibilities of the Members of the Magazine Committee

1. Organizing the layout of the Magazine.
2. Deciding the design of the cover page.
3. Collecting the articles, artwork for the Magazine from the different stakeholders.

4. Scrutinizing for rules of copyright and plagiarism.
5. Overseeing the artwork, design and photography for the section of the Magazine.
6. Proofreading the Magazine before publication.
Publication, dissemination and preservation of the Magazine.

A Magazine or a Newsletter has
the power to transform through
its one idea, thought or viewpoint

Mechanism for the Magazine

Annual Publication- The print and soft-copy uploaded on the website in the publication section. The Magazine follows the policies of plagiarism. The committee is formed with the student and faculty representative. The Committee meets regularly to discuss structure, organization, and the progress of the Magazine.

The Magazine plans to conduct workshops on report-writing skills, strategies for increasing creative writing, enhancing culture of reading and poster-making skills.

To have a feeling of partnership with the Magazine, the students are encouraged to present their ideas and artwork for the cover page. The cover page of the Magazine for the year will be selected from the winning poster based on the designing competition.

Prof. Dr. Shadab Paloji & Dr. Meena Suryavanshi
Editor (Faculty)
Ms, Danica, Ms. Udyati, Ms. Maryann (Student representatives)

TABLE OF CONTENTS

I	From the Principal's Desk	7
II	From the Editorial Team	8
III	SXIE (A) News	11
IV	Inclusion	20
V	Sustainability	23
VI	Creative arts	28

FROM THE PRINCIPAL'S DESK



Prof. Dr. Vini Sebastian
I/C Principal

CITIZENSHIP FOR INCUSION AND SUSTAINABILITY

A citizen's responsibility is to participate in the nation's progress and uphold our constitutional values of justice, liberty, equality, fraternity, sovereignty, secularism, democracy, and dignity of the individual. SXIE(A) this year focused on the theme 'Citizenship for Inclusion and Sustainability'. The Institute believes in Ignatian value of 'Finding God in all things' and this value is extrapolated to 'Inclusion' and 'Sustainability'.

SXIE(A), had engaging programs for students like workshops, certificate courses as well as classroom discussions where they were made aware of different situations where they experienced the value of 'Inclusion' so that they can practice it in the real-world contexts. Our environmental interventions and awareness on responsible ecological behaviour helped students drive home the value of 'Sustainability'. Inclusion as a value and as a skill is a must for all teachers. We have trained our students in identifying children with different needs and how to cater to them. Our classrooms are filled with rich tapestry of learning styles, physical and emotional abilities, different perspectives which makes learners diverse with different learning needs. The learning experiences have to be customized for these learners. The concept of 'Universal Design for Learning' have helped in understanding the diverse needs and how to cater to different children to enhance their learning outcomes.

The Institution stands for inclusion and sustainability which is clearly written in the institute's mission: To create Quality Education for Empowerment and Enlightenment to create a just and humane society...." SXIE's Inclusive and Sustainability can lead to Inclusive classrooms with inclusive teachers who embrace human diversity by adapting their learning experiences to meet varied abilities, cultural backgrounds and learning styles. This approach helps the teachers to be more sensitive to the learners and work on empowering them instead of excluding them.

We have developed teachers with empathy and compassion through many interventions during the year, reinforcing the values of Inclusion and Sustainability as a Social responsibility of all citizens.

SXIE's Inclusive and Sustainability can lead to Inclusive classrooms with inclusive teachers who embrace human diversity by adapting their learning experiences to meet varied abilities, cultural backgrounds and learning styles. This approach helps the teachers to be more sensitive to the learners and work on empowering them instead of excluding them. We developed teachers with empathy and compassion through many interventions throughout the year, reinforcing the values of Inclusion and Sustainability as a Social responsibility for all citizens.

The world requires an Inclusive approach with more Sustainable practices. Sustainability was emphasised in day-to-day activities as well as in lesson planning, where the teachers were trained to use sustainable teaching and learning practices. Sustainability will help them reflect on the past as well as forge towards the future with compassion. Sustainability was instilled as a value and a behaviour. SXIE(A) believes in waste management as well as recycling the waste.

The theme of Citizenship for Inclusion and Sustainability has been woven into teaching, learning, and co-curricular activities throughout the year. Students incorporated the theme into their lesson plans and teaching during internships, helping transfer its values to school students. Workshops such as Toy Pedagogy and Mental Health also emphasized inclusion and sustainability. Rooted in the Jesuit commitment to the Universal Apostolic Preferences, especially Walking with the Excluded and Care for Our Common Home, this theme supports the institution's mission of fostering responsible and compassionate citizenship.

This edition of the magazine celebrates the journey – highlighting stories, reflections and achievements that show collective commitment for nurturing educators who value diversity, uphold justice , care for the earth and contribute to building a compassionate society.

Educating for Excellence: The Jesuit Vision of Forming Persons for Others

- Fr. Dr. Francis Swamy S.J.



ThIn an age increasingly defined by metrics, competition, and technological efficiency, the question of what constitutes true excellence in education has never been more urgent. The Jesuit educational tradition offers a compelling answer, one that transcends academic achievement and instead centers on the formation of the whole person. Rooted in the spiritual vision of St. Ignatius of Loyola, Jesuit education seeks not merely to instruct minds but to transform hearts, cultivating individuals who are committed to the service of others. This ideal, often captured in the phrase"persons for others,"remains deeply relevant in the contemporary world.

At its core, Jesuit education is guided by the principle of cura personalis, or care for the whole person. This philosophy recognizes that education is not confined to intellectual growth but includes emotional, moral, and spiritual development. In this approach, students are not treated as mere recipients of knowledge but as unique individuals with distinct talents, aspirations, and challenges. Teachers act not only as instructors but as mentors, accompanying students on their journey toward self-discovery and purpose.

The concept of excellence within this framework differs significantly from conventional definitions. It is not measured by grades, rankings, or accolades, but by the extent to which a student grows in character, integrity, and compassion. Jesuit education encourages learners to strive for magis, a Latin term meaning "more." This "more" is not about ambition for its own sake but about a deeper commitment to doing more for the greater glory of God and the service of humanity. It invites students to ask not "How can I succeed?" but "How can I serve?"

A defining feature of the Jesuit approach is its emphasis on reflection. In a fast paced world that often prioritizes action over contemplation, Jesuit pedagogy insists on the importance of pausing to reflect on experience. This reflective practice allows students to discern meaning, recognize patterns, and make informed decisions grounded in ethical values. By integrating reflection into learning, education becomes transformative rather than merely transactional.

The Jesuit educational model is often described through the Ignatian Pedagogical Paradigm, which consists of five elements: context, experience, reflection, action, and evaluation. The process begins with understanding the learner's context, including their background and circumstances. It then moves to experience, where students actively engage with ideas and real world situations. Reflection enables them to internalize these experiences. This leads to action, where learning is translated into meaningful choices and service. Finally, evaluation assesses not only academic progress but also personal growth and commitment to values.

Central to this paradigm is the belief that education must lead to action. Knowledge is never an end in itself but a means to bring about positive change. Students are encouraged to engage with social realities, particularly issues of injustice, inequality, and marginalization. Through service learning and immersion programs, they encounter lived experiences that foster empathy and responsibility. This ensures that education remains grounded in reality and oriented toward transformation.

The phrase "men and women for others," popularized by Fr. Pedro Arrupe, captures the heart of this vision. It emphasizes that the ultimate goal of education is the formation of individuals committed to justice and solidarity. In today's context, this vision expands to include being persons with others as well. It highlights the importance of walking alongside people, recognizing their dignity, and learning from their experiences. Service is not an act of superiority but of shared humanity.

In the digital age, this Jesuit vision takes on new significance. Technology has transformed how we access information, communicate, and learn. At the same time, it has introduced challenges such as distraction, misinformation, and ethical concerns surrounding privacy and artificial intelligence. Jesuit education responds by integrating digital literacy with moral discernment. Students learn not only how to use technology effectively but how to use it responsibly, guided by principles of truth and the common good.

Another hallmark of Jesuit education is the integration of faith and reason. Rather than opposing one another, they are seen as complementary paths to truth. Academic inquiry is enriched by spiritual insight, while faith is deepened through intellectual engagement. This holistic approach fosters curiosity and wonder, encouraging students to explore complex questions while remaining grounded in values.

Community also plays a central role. Learning is not an isolated activity but a shared experience. Classrooms become spaces of dialogue, where diverse perspectives are respected and encouraged. This sense of community extends beyond the classroom, cultivating belonging and shared purpose. It prepares students to participate actively in society and to build bridges across divisions.

Leadership in the Jesuit tradition is understood as service. Students are encouraged to develop leadership skills not for personal gain but for the benefit of others. This model of servant leadership emphasizes humility, empathy, and accountability. It challenges the notion of leadership as dominance and redefines it as a responsibility to uplift others.

The relevance of Jesuit education today is profound. In a world marked by division, inequality, and environmental challenges, the need for individuals who are both competent and compassionate is critical. The Jesuit model provides a framework for forming such individuals, combining academic rigor with moral clarity and a commitment to justice.

Importantly, Jesuit education does not claim to offer easy answers. Instead, it cultivates a spirit of inquiry and openness. Students are encouraged to grapple with complexity and to seek truth with humility. Education is seen as a lifelong journey, extending far beyond formal schooling.

AIn conclusion, Educating for Excellence: The Jesuit Way of Forming Persons for Others presents a vision of education that is both timeless and urgently needed today. It challenges us to rethink success and to adopt a more human centered approach. By nurturing the mind, heart, and spirit, Jesuit education forms individuals who are not only capable but compassionate, not only knowledgeable but wise. It prepares them to become agents of change, committed to building a more just and humane world.

For educators and students alike, this vision serves as both inspiration and challenge. It reminds us that true excellence lies not in personal achievement alone but in the ability to serve others and contribute meaningfully to society.



From the Editorial Team

"Education is the most powerful weapon which you can use to change the world."
– Nelson Mandela

The theme "Citizenship for Sustainability and Inclusion" arrives at a time when the world is witnessing remarkable progress alongside growing challenges. As societies become increasingly interconnected, questions of environmental responsibility, social equity, and human dignity demand our attention more than ever before. Citizenship today extends beyond legal identity or civic rights; it calls for conscious participation in building communities that are sustainable, inclusive, and compassionate.

For us, as students pursuing the Bachelor of Education programme, this theme carries a deeper meaning. We are preparing to become teachers, the individuals who will stand at the foundation of future generations. Long before policies shape society, classrooms shape people. The values nurtured within educational spaces often become the values that guide communities, nations, and the world.

Sustainability is often associated with protecting natural resources, yet its essence lies in a mindset of responsibility. It is reflected in the choices we make, the habits we cultivate, and the awareness we develop about our impact on others and the environment. As future educators, our responsibility is not only to teach concepts but also to inspire learners to think critically, act ethically, and live consciously.

Similarly, inclusion is not merely a principle to be discussed; it is a practice to be lived. Every classroom brings together unique stories, abilities, perspectives, and aspirations. The teacher's role extends beyond instruction to creating an environment where differences are respected, voices are valued, and every learner feels a sense of belonging. In a world often divided by barriers, education remains one of the most powerful bridges.

Throughout our journey as student-teachers, we are constantly reminded that education is as much about shaping hearts as it is about shaping minds.

The experiences we encounter, within classrooms, communities, and everyday interactions encourage us to view citizenship not as a status, but as a commitment. A commitment to empathy over indifference, responsibility over convenience, and collaboration over exclusion.

This magazine is a reflection of that commitment. Within these pages are voices, ideas, experiences, and creative expressions that celebrate learning beyond textbooks. They remind us that meaningful change begins with awareness and grows through action.

As you explore this issue, we invite you to reflect on the kind of citizens we aspire to become and the kind of future we hope to nurture through education. After all, the lessons we carry forward today will shape the classrooms and the society of tomorrow.

"Education is not the filling of a pail, but the lighting of a fire." – W. B. Yeats

Prof. Dr. Shadab Paloji & Dr. Meena Suryavanshi
Editors (Faculty)
Ms, Danica, Ms. Udyati, Ms. Maryann
(Student representatives)

SXIE NEWS

CLASSIC NEWS IN THE AUTONOMY

A glimpse into our SXIE journey so far

2025-26



Parent Interact Meet

Parent Interaction Programme 2025–2026
On 4th October 2025, St. Xavier's Institute of Education organized a Parent Interaction Programme for the B.Ed. batch of 2025–2027. The event provided an opportunity for parents to familiarize themselves with the institution, its faculty, and its academic processes.

Principal Dr. Andrea Coutinho welcomed the parents and introduced the teaching, administrative, and support staff. Parents were also oriented to the institute's annual theme, Citizenship for Inclusion and Sustainability, as well as the role of IQAC. Key aspects of the institute's code of conduct, examination pattern, B.Ed curriculum, multicultural initiatives, and admission procedures were presented by the faculty and administrative team.

The programme also featured cultural performances by student teachers, including songs, games, and dances centred on the themes of inclusion and sustainability. An interactive session allowed parents to share their thoughts and seek clarification. The programme concluded with a vote of thanks, followed by the National Anthem and College Anthem.







Creative Pedagogy Workshop

St. Xavier's Institute of Education (Autonomous) organized a two-day Creative Pedagogy Workshop on 14th and 15th November 2025 under the guidance of Dr. Kalpana Chavan. The workshop brought together First and Second Year B.Ed. students along with participants from institutions across Maharashtra to explore innovative teaching-learning practices aligned with the objectives of NEP 2020.

The inaugural session was graced by Principal Dr. Andrea Coutinho, who emphasized that **pedagogy is both an art and a science,** and highlighted the role of creative approaches in transforming teachers into facilitators of meaningful learning.

On Day 1, origami artist and educationist Mr. Vidyadhar Mhatre introduced participants to the educational potential of origami. Through hands-on activities, he demonstrated how **paper folding can enhance creativity, imagination, fine motor skills, perseverance, and interdisciplinary learning.** Participants explored various origami models while gaining insights into their cognitive, developmental, and pedagogical applications.

The second session was conducted by renowned storyteller Ms. Usha Venkatraman, founder of the Mumbai Storytellers Society. Through engaging demonstrations, puppetry, music, and interactive activities, she showcased **storytelling as a powerful educational tool.** The session highlighted story mapping, visualization, improvisation, emotional expression, and the integration of storytelling across subjects to create meaningful and memorable learning experiences.







Day 2 began with a session on Creative Toy-Based Pedagogy by Dr. Ajay Mahajan, retired Physics lecturer, science communicator, and member of the Maharashtra NEP 2020 Steering Committee. Using toys, sound-based demonstrations, experiments, and role-play activities, he illustrated how **experiential and interdisciplinary learning can make classrooms more engaging, inclusive, and learner-centred.** His session reinforced the **importance of curiosity, exploration, and hands-on learning in education.**

The final workshop on Expressive Arts was facilitated by Mr. Larry Pereira, who demonstrated how music, movement, gestures, facial expressions, and the Navrasas can enrich classroom communication and student engagement. He emphasized the **importance of emotional expression, classroom management, teacher-student relationships, and voice modulation in effective teaching.**

The workshop concluded with a valedictory ceremony, where participants received certificates from Principal Dr. Andrea Coutinho. A collaborative skit presentation allowed participants to creatively integrate concepts from all four workshops, demonstrating the practical application of creative pedagogy in classroom settings. The event ended with participant reflections, words of appreciation from Dr. Kalpana Chavan, and the National Anthem, leaving attendees with valuable insights into innovative and holistic approaches to teaching and learning.







Student Council Investiture Ceremony 2025–2026

St. Xavier's Institute of Education (Autonomous) conducted its Student Council Investiture Ceremony for the academic year 2025–2026 on 25th November 2025. The ceremony commenced with a formal procession of the newly elected council members, accompanied by the Principal and faculty members.

Principal Dr. Andrea Coutinho welcomed the gathering and congratulated the newly elected student leaders: Ms. Christine Mendonsa (Class Representative), Ms. Pearl Correia (Assistant Class Representative), Ms. Caren Costa (Leader of Asha House), Ms. Danica D'Souza (Assistant Leader of Asha House), Ms. Belinda Isravel (Leader of Astha House), Ms. Smriti Tripathi (Assistant Leader of Astha House), Ms. Aparna Jayshankar (Leader of Satya House), and Ms. Trushal Darewar (Assistant Leader of Satya House). A presentation introducing the council members was followed by the investiture ceremony, during which Dr. Coutinho conferred sashes and presented house flags to the respective leaders.

The newly appointed council members then took the oath of office, pledging to serve the institution with responsibility, dedication, and integrity. Addressing the gathering, Class Representative Ms. Christine Mendonsa expressed gratitude for the trust placed in the council and emphasized the importance of teamwork, unity, and collective leadership.

In her concluding remarks, Dr. Andrea Coutinho encouraged the council members to lead by example and uphold the values of service and responsibility throughout the year. The programme concluded with a Vote of Thanks delivered by Dr. Priti Sivaramakrishnan, followed by the College Anthem.





Celebrating the Spirit of the Constitution Day at SXIE (A)

A special assembly organised by the FY B.Ed. History Pedagogy students on 26th November 2025. The programme served as a meaningful reminder of the values that form the foundation of Indian democracy.







Through engaging presentations, students traced the journey of the Indian Constitution, highlighting its drafting process, guiding principles, and enduring relevance. A powerful skit brought constitutional values to life by portraying situations of inequality and injustice, demonstrating how the Constitution safeguards the rights, dignity, and freedoms of every citizen.





The assembly also paid tribute to Dr. B. R. Ambedkar and other significant contributors, including Alladi Krishnaswamy Iyer, K. M. Munshi, T. T. Krishnamachari, Hansa Jivraj Mehta, and Rajkumari Amrit Kaur, whose efforts helped shape the nation's guiding document. An interactive quiz and the collective reading of the Preamble encouraged active participation and reinforced a sense of civic responsibility among students.

In her address, Principal Dr. Andrea Coutinho inspired the gathering to embody the ideals of justice, liberty, equality, and fraternity in everyday life. The assembly concluded on a reflective note, leaving participants with a renewed appreciation for the Constitution and their role as responsible citizens.

The Life and Educational Legacy of St. Francis Xavier

As part of the Feast of St. Francis Xavier celebrations, students of SXIE participated in a thought-provoking session on spirituality and education led by **Fr. Savio Fernandes.** The session invited future educators to look beyond teaching as the mere transmission of knowledge and reflect on its deeper purpose—the formation of compassionate, empathetic, and socially responsible individuals.

Jesuit Ideals Highlighted During the Session

- **Care for the Whole Person (Cura Personalis):** Understanding students as individuals with unique needs, strengths, and aspirations.
- **Compassionate Leadership:** Teaching with love, empathy, respect, and genuine concern for others.
- **Formation Beyond Academics:** Nurturing moral, emotional, spiritual, and intellectual growth.
- **Building Meaningful Relationships:** Creating connections that foster trust, dialogue, and understanding.
- **Service to Others:** Using education as a means to contribute positively to society.
- **Finding Purpose in Teaching:** Viewing teaching as a vocation that transforms lives rather than simply delivering content.



Fr. Savio highlighted St. Francis Xavier's transformation from an ambitious scholar into one of history's most influential missionaries. Despite language and cultural barriers in India, Xavier built meaningful connections through **empathy, communication, and service**, principles that continue to shape Jesuit education today.

An imaginative activity invited students to step into Xavier's shoes, emphasizing the i**mportance of openness, adaptability, and emotional intelligence in teaching.**

The session concluded with a reminder that true education extends beyond academics, inspiring educators to teach with compassion, build authentic relationships, and nurture the whole person.

XLED - Our own SXIE TED Talks

The XLED (Xavier's Leadership Efficacy Development) programme at SXIE promotes **leadership, reflection, social responsibility, and holistic development for student teachers.** Three sessions conducted during 2026 focused on service learning, ethical leadership, and self-reflection, helping students connect personal growth with their future role as educators.



The first session, led by Dr. Priti Sivaramakrishnan (21 January 2026), explored **Service Learning** as a way of integrating community service with academic learning, reflection, and critical thinking. Students learned how service-learning experiences foster **empathy, leadership, civic responsibility, and a deeper understanding of social issues.**



The second session, conducted by Rev. Fr. Francis Swamy (25 February 2026), focused on **"Excellence with a Soul."** He emphasized that **true excellence lies in service, compassion, and ethical responsibility**. Drawing on Jesuit values such as **Magis** and **Cura Personalis**, he encouraged future teachers to develop their mind, heart, and conscience through reflection and service.

The third session, facilitated by Dr. Kalpana Chavan (6 May 2026), used the **Blob Tree Activity** to encourage self-reflection. Students examined their strengths, challenges, aspirations, and internship experiences, gaining insights into their personal and professional growth as future educators.

Together, these sessions highlighted the importance of **reflection, service, empathy, ethical leadership, and continuous self-improvement** in the teaching profession.





Key Takeaways

Service Learning (21 January 2026)

- Service learning links community service with academic learning.
- Develops leadership, empathy, and civic responsibility.
- Relies on reflection, critical thinking, action, and coursework.
- Encourages meaningful engagement with social issues.

Excellence with a Soul (25 February 2026)

- Excellence is rooted in service and compassion.
- Introduced Jesuit values: Magis and Cura Personalis.
- Emphasized holistic development of mind, heart, and conscience.
- Highlighted reflection as a pathway to ethical leadership.

Self-Reflection through Blob Tree (6 May 2026)

- Encouraged students to assess their current position and future goals.
- Promoted awareness of strengths and areas for improvement.
- Connected reflection with professional growth and teaching practice.
- Reinforced the influence teachers have on students and society.

Overall Learning

The sessions collectively encouraged future teachers to become reflective, compassionate, socially responsible, and ethically grounded educators committed to making a positive difference in society.



Co-Curricular Activity F.Y.B.Ed Class of 2025-26

The Co-Curricular Activity (CCA) Event for the F.Y.B.Ed. Batch 2025, held on 24 January 2025, provided student-teachers with a platform to showcase creativity, teamwork, and social awareness through drama, music, dance, and storytelling. Organized under the guidance of Prof. Priti and graced by Chief Guest Fr. Francis A.V. SJ, Principal of Loyola College of Education, Sikkim, the event featured performances addressing themes such as **Sustainability, Inclusion, Empowerment, Child protection, and Social justice.** Through meaningful artistic expression and collaboration, the programme successfully fostered empathy, responsibility, and experiential learning among future educators.

Whispers of the Storm – Sustainable Living and a Greener World

- Highlighted environmental negligence and its consequences.
- Used a dream sequence contrasting a green future with a dystopian world.
- Featured symbolic representations of Earth, Air, Water, and Fire.
- Promoted sustainable practices such as recycling, composting, public transport, and responsible consumption.
- Ended with a message of personal accountability and collective environmental action.

The Mirror Play – Inclusion and Empowerment

- Explored inclusion through self-reflection and empathy.
- Addressed issues related to transgender identity, disability, caste, class, and language diversity.
- Emphasized that ignorance can unintentionally cause harm.
- Demonstrated that empowerment begins with listening and understanding others.
- Concluded with a message of unity, hope, and collective strength.

The Canvas of Tomorrow – Inclusion for Harmonious Livin

- Focused on the experiences of a transgender student facing discrimination.
- Addressed visual impairment, physical disability, colourism, economic inequality, and LGBTQ+ inclusion.
- Showed the importance of inclusive educational spaces.
- Highlighted the role of allyship, dignity, and systemic change.
- Ended with a powerful message of courage, acceptance, and social responsibility.

Pehchaan: Masoomiyat ki Raksha – Inclusion and Justice

- Raised awareness about child trafficking and child rights.
- Portrayed the emotional impact of exploitation on children and families.
- Demonstrated the role of NGOs, law enforcement, and community vigilance.
- Reinforced the importance of protecting vulnerable children.
- Concluded with a hopeful reunion and restoration of justice.

Isn't This Earth Mine? – Environmental Responsibility

- Presented a dystopian vision of the year 2070 affected by environmental collapse.
- Examined the consequences of greed, industrialization, and resource exploitation.
- Used Earth as a symbolic character representing shared responsibility.
- Encouraged reflection on current environmental practices.
- Ended with a message of renewal, sustainable living, and global citizenship.

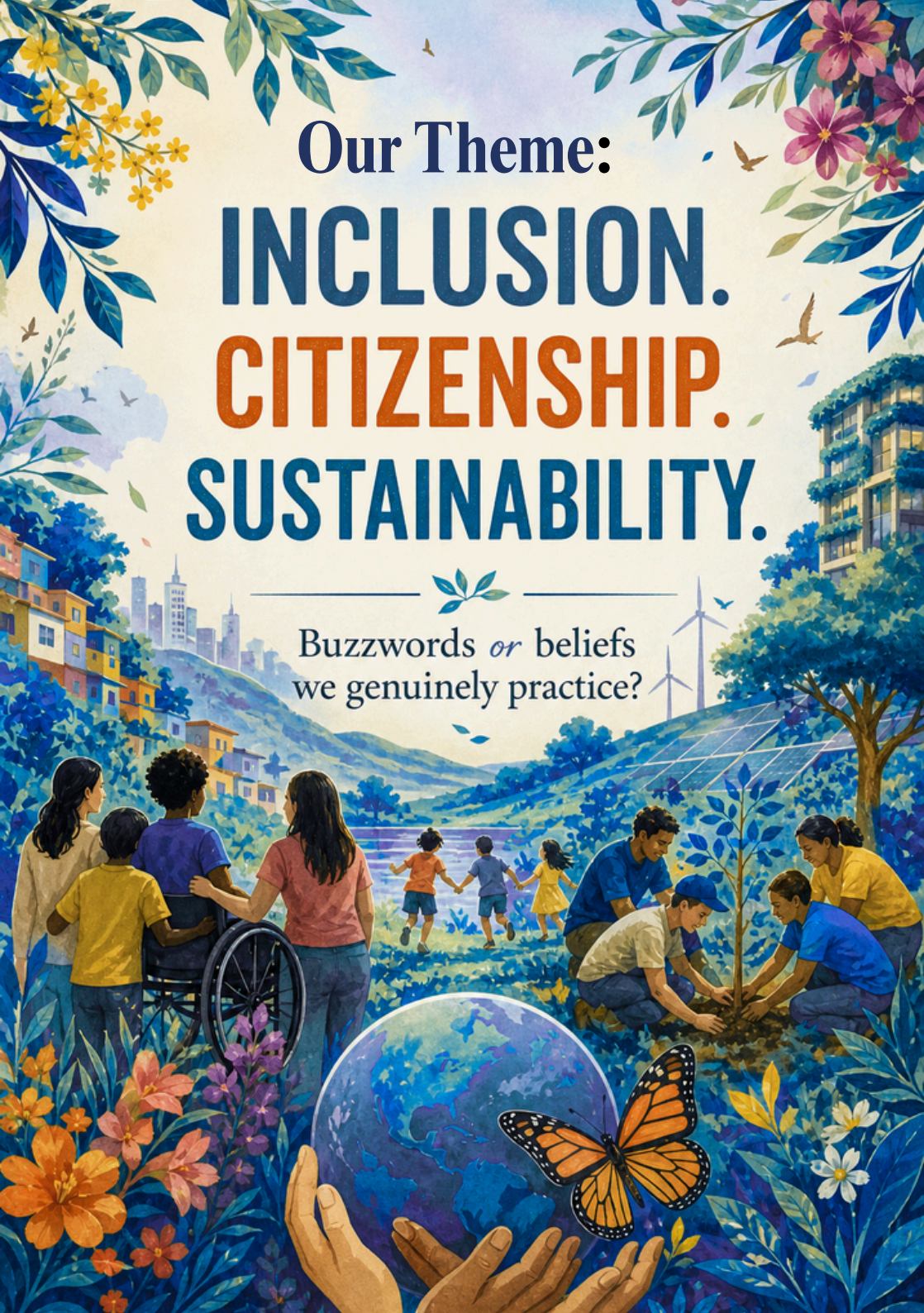





GPS Map Camera
Mumbai, Maharashtra, India
St. Xavier's Institute of Education (Autonomous), Marine Line
Cross Road Number 2, New Marine Lines, Mumbai, Maharashtra
400020, India
Lat 18.935777, Long 72.827984
Saturday, 24/01/2026 10:43 AM GMT+05:30
Note : Captured by GPS Map Camera




St. Xavier's Institute of Education
Mumbai
(Autonomous)


Our Theme:
INCLUSION.
CITIZENSHIP.
SUSTAINABILITY.
Buzzwords or beliefs
we genuinely practice?

BEYOND THE CAPTION

Are you tired of hearing ‘sustainability’ , ‘inclusion’ , ‘citizenship’ frequently?
But what have you done about it?
Have you been a responsible citizen or is it limited just to your Instagram posts?
Do not just say yes for my sake or for the sake of looking good.
Take a pause.
Think over it.
Now you will say,
“But I do care.”
“I support social causes.”
But let me ask you something.
Is awareness the same as action?
We live in a time where being socially aware is effortless. A like. A share. A comment. And suddenly we feel accomplished, as if a milestone has been achieved.
But real citizenship is not digital. It is deliberate.
You say you believe in sustainability.
Then why do we still choose convenience over consciousness?
Why do we waste food while speaking about hunger?
Why do we complain about pollution yet hesitate to change our own habits?
We discuss climate change in classrooms, yet carry plastic bottles we could replace.
We debate environmental crises, yet ignore the small changes within our reach.

We live in a time where being socially aware is effortless. A like. A share. A comment. And suddenly we feel accomplished, as if a milestone has been achieved.

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We debate environmental crises, yet ignore the small changes within our reach.

And what about inclusion?

We talk about equality.

Equity.

Diversity.

Representation.

But do we practice what we preach or in this case share?

Do we include people in our daily lives?

Do we sit beside the one who is always left out?

Do we speak when someone is mocked for their identity?

Or are we still held back by the stereotypes quietly living in our own minds?

Do we simply say,

“I am busy. Someone else will handle it.”

But who exactly is this someone else?

Governments?

Institutions?

NGOs?

Yes, they play a role.
But citizenship begins where excuses end.
Being a responsible citizen is not about perfection.
It is about participation.
It is choosing to reduce, reuse and rethink.
It is respecting each unique individual.
It is listening before judging.
It is acting with kindness, not just when the camera is on you.
Sustainability is not only about protecting the environment. It is about protecting the future we claim to care about.
Inclusion is not only about policies. It is about people and dignity.
Now I know you will say,
“Oh, these topics are trending. That's why the buzz.”
But they are not trends.
They are responsibilities.
So maybe the real question is not whether we are tired of hearing these words.
Maybe the real question is
Are we ready to live them?

-Pearl Correia
F.Y.BEd

Inclusion in Diversity



Prologue

This section invites reflection and critical thinking of the terms -'inclusion,' diveristy'and 'unity.'
It provides creative and personal reflections on understanding the everyday implaications and depth the words carry...

Let Zion in Her Beauty Rise, Kathryn Ogden,Oil on Canvas

I AM A WOMAN

I am a woman.
I am expected to act
in a certain way,
to follow unwritten rules
and fulfill societal norms.
I should possess
qualities—understanding,
nurturing, always giving.
My emotions must remain hidden,
my sacrifices unnoticed.
And in return, if I expect anything,
I am labelled selfish.

I am a woman.
I should do my duties diligently,
without question or hesitation.
I am expected to behave
in a docile and polite manner,
to make others happy at all costs.
Even if I am hurt or broken inside,
my smile should never waver.
And if I fail to do so,
I am labelled lunatic.

I am a woman.
I should dress well,
always presentable and modest,
talk softly and pleasingly,
walk on paths chosen by others,
never daring to create my own.
I must be conscious of every step,
every word, and every action.
And if I don't meet the expectations,
I am labelled misfit.

I am a woman.
I should not speak my thoughts aloud,
even when they burn within me.
I should always live for others,
devoting my time and energy,
and always be helpful,
never pausing to think of myself.
And if I ever dare to do so,
I am labelled self-centred.

I am a woman.
I should endure and suffer in silence,
accepting pain as my destiny.
I must conform to others' expectations,
imitate the perfect and ideal ones,
and suppress my dreams and desires.
And if I refuse to comply,
I am labelled rebel.

I am a woman.
I am expected to always
be pleasant and patient,
even if I am drained and tired.
And my struggles are not to be voiced;
my needs are not to be heard.
I should always wear a smile,
offering warmth and gentleness to others.
And if I don't act accordingly,
I am labelled insensitive.

I am a woman.
I should be loyal without question,
never voice my opinion,
and remain calm and composed,
no matter how chaotic my mind may be.
I should adjust, compromise, and never complain.
And if I refuse to do so,
I am labelled villainous.

I am a woman.
I should remember that my worth
is measured by others' standards.
Even if I don't want to do
things expected of me,
I should always be submissive,
quietly obeying without resistance.
And if I don't accept to do so,
I am labelled problematic.

I am a woman.
I should be the light for others,
even when my own world is dark.
I am expected to carry burdens
without faltering,
to smile through the pain,
and to forgive without being asked.
But no matter what they label me—
I know who I truly am.
I am strong, resilient, and free.
I define myself, and nothing else matters...

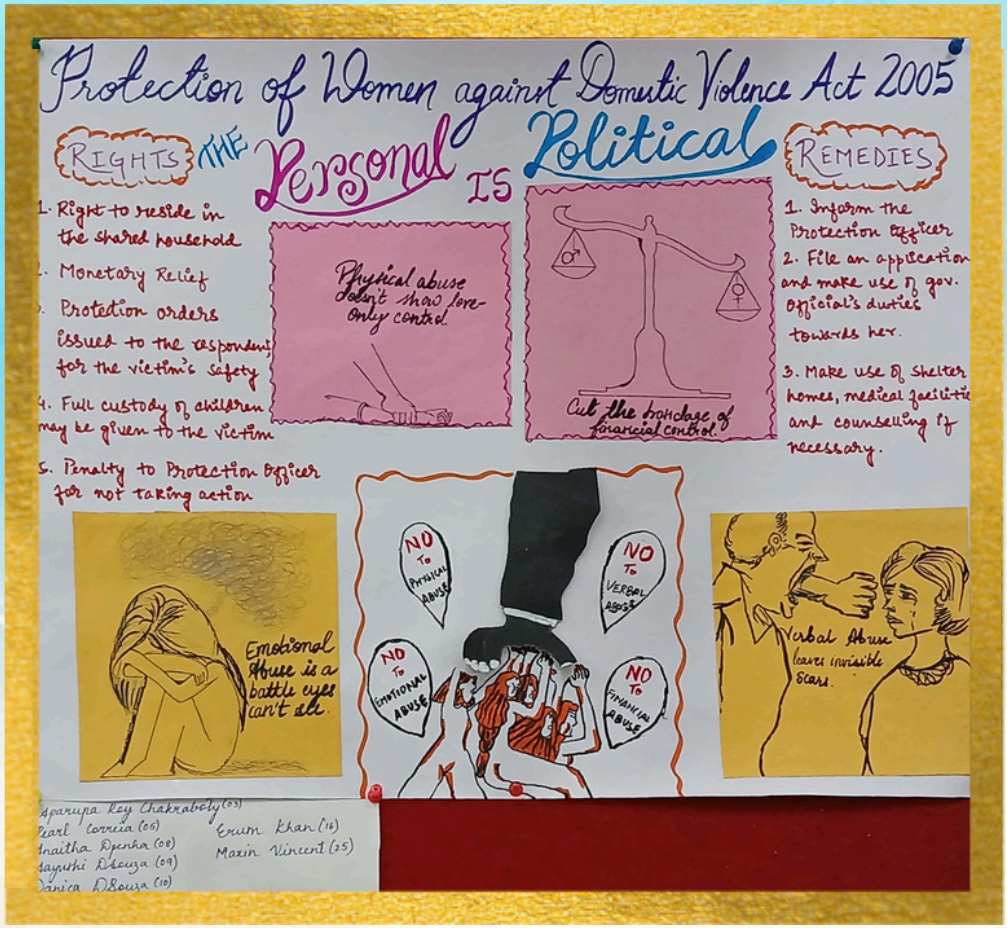
-Ashwini Lele
F.Y.B.Ed

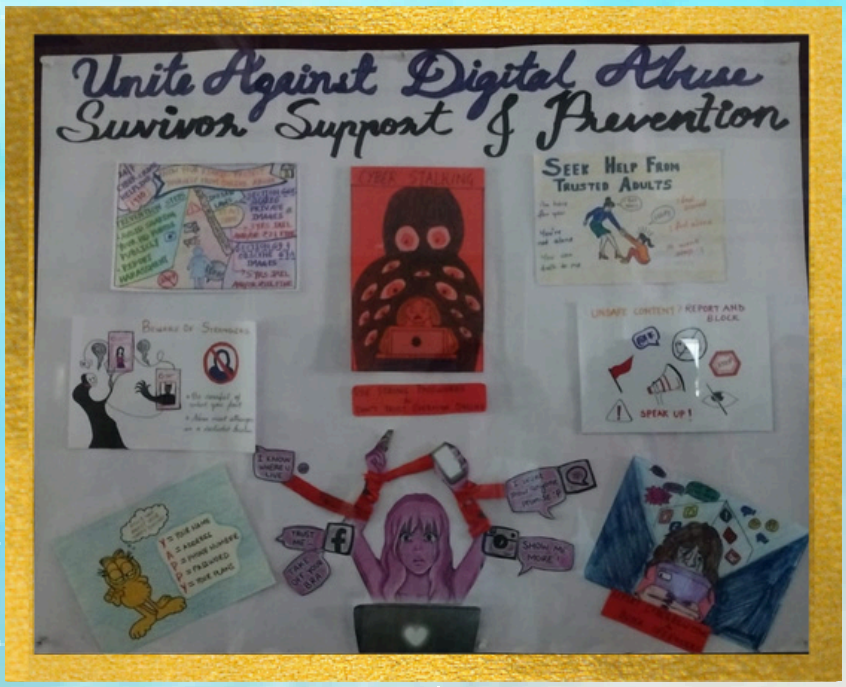


CHARTS & CREATIVES

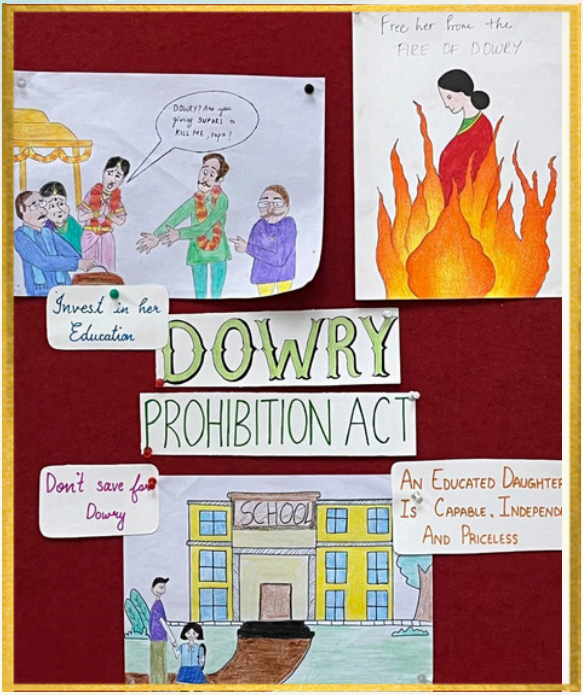


Women's Rights & Social Awareness





Voice Against Digital Violence & Dowry



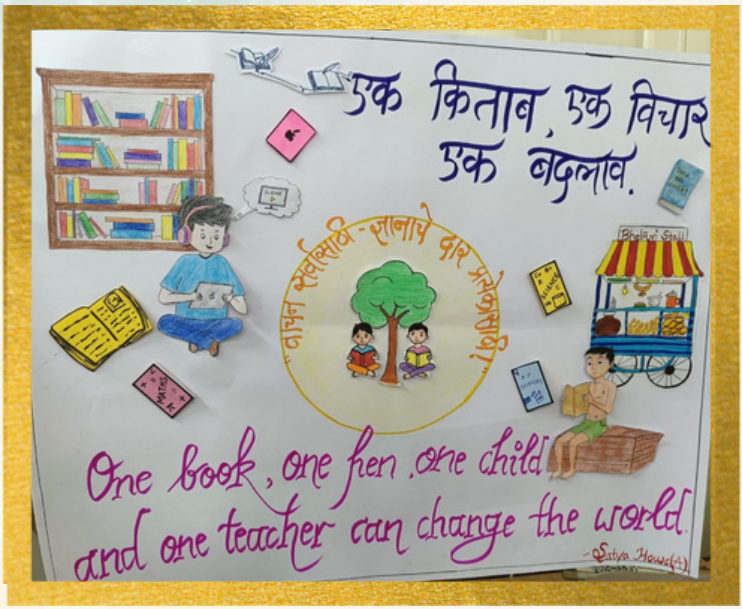
Racial and Lingual Unity





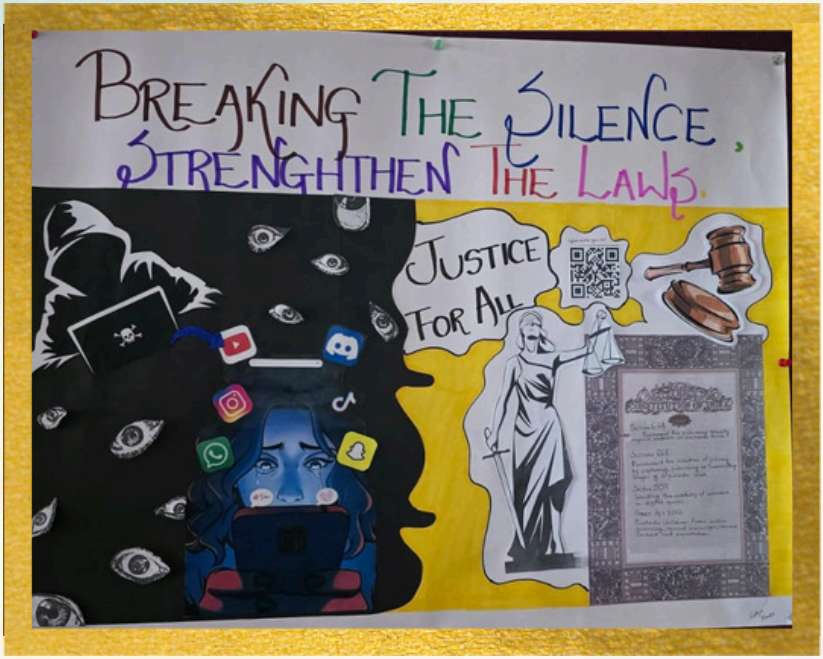


Children's Rights & Education

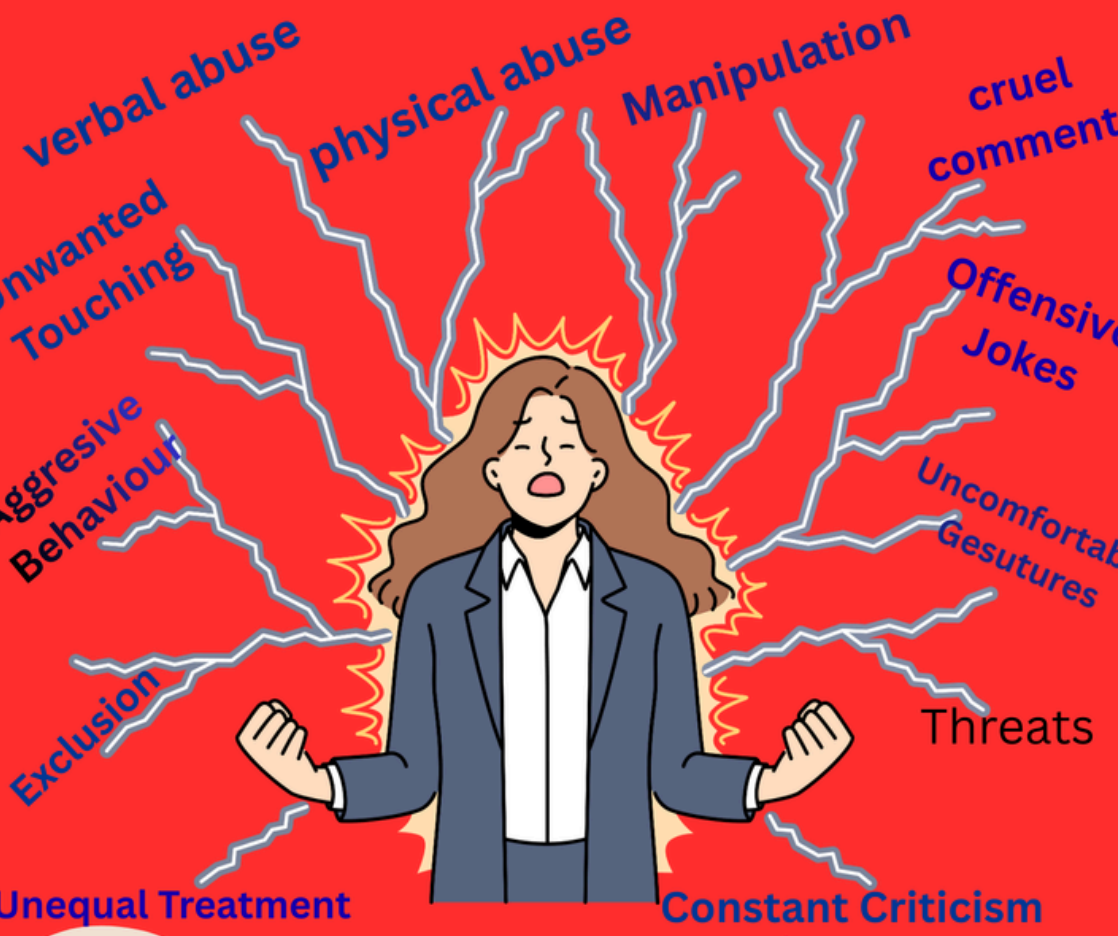




Female Empowerment & Cyber Safety

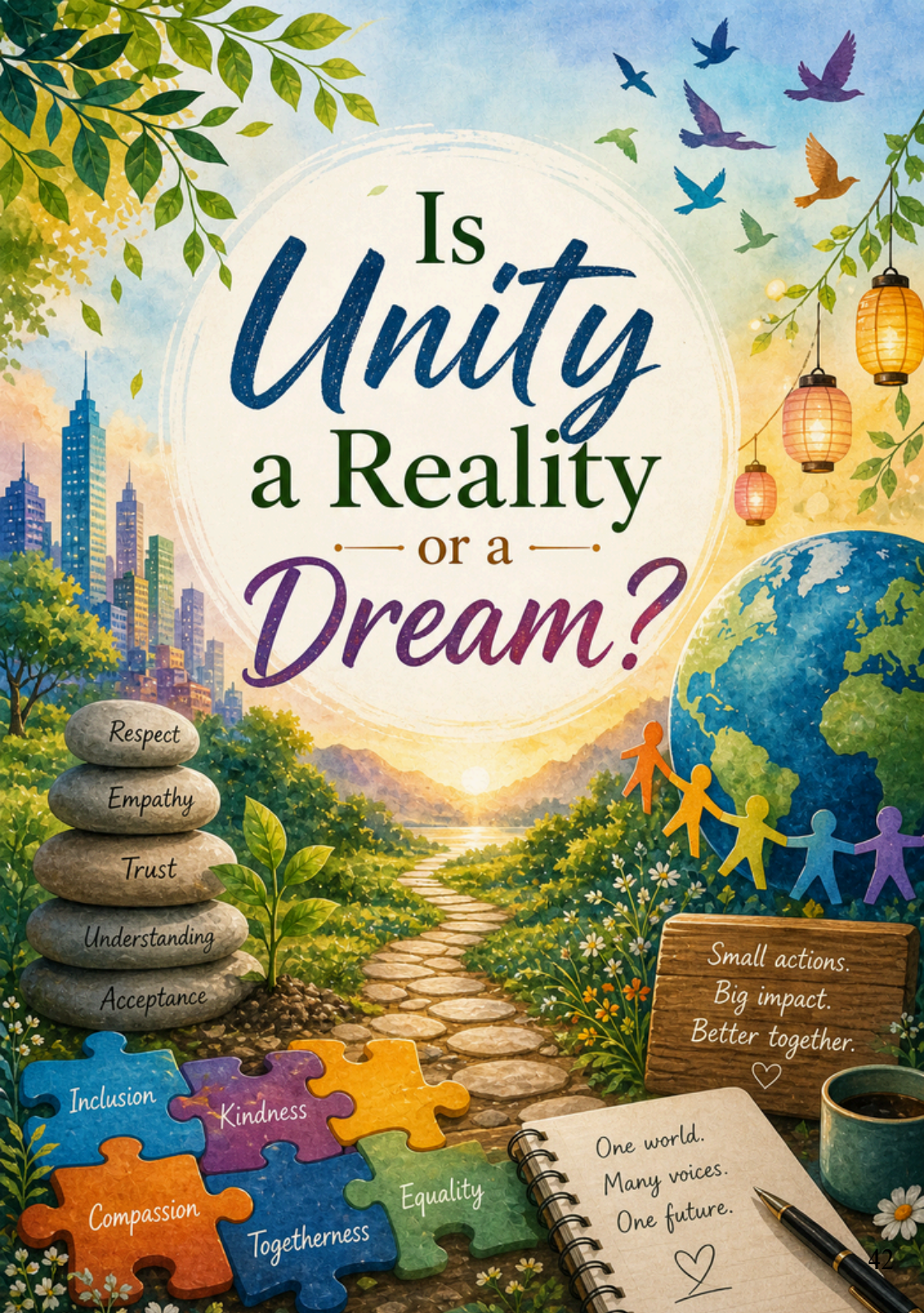


Prevention of Women against sexual harassment POSH ACT 2013



SAFE SPACES for EVERYONE

SUPPORT


Is Unity a Reality or a Dream?
Respect
Empathy
Trust
Understanding
Acceptance
Small actions.
Big impact.
Better together.
Inclusion
Kindness
Compassion
Togetherness
Equality
One world.
Many voices.
One future.

WE ARE ONE. ARE WE?

They say God made us all.
Equal.
The same flesh, the same blood.

Then why does colour matter?
Why does belief or place of birth decide our worth?
Does it change the anatomy?

They say we are humans - that our religion is humanity.
Then why does one thrive
while another is erased.

“Be kind to your neighbour,” God said.
But what about those tiny, delicately beautiful humans,
the ones that are painted red in the ugliest forms?
Did He ever say some lives are optional?

Are we still human?
The ones God shaped with His own hands?
Or are we slowly turning into some numb, twisted creatures?

Will God forgive us for what we ignore?
Can we survive a world where inclusion is spoken
but never practiced,
where sustainability means saving resources
but not people?

When will we start caring?
When it trends,
when it benefits us,
or when we are forced
to bear the consequences.

Is that really when our conscience will wake up?

-Erum Khan
F.Y.BEd




INCLUSION

Workshop on "Sensitization for Inclusion"

An enriching learning experience in collaboration with

Umeed Child Development Centre



On 11th October 2025, the students of St. Xavier's Institute of Education participated in an engaging workshop on "Sensitization for Inclusion" conducted in collaboration with Umeed Child Development Centre. The workshop helped students understand the importance of inclusive education through various interactive activities and discussions.

One of the most memorable activities was the classroom simulation, which allowed participants to experience the challenges faced by learners with disabilities. The privilege walk, stakeholder role-play, and reflection sessions encouraged students to think about equality, equity, and inclusion in a meaningful way.

The workshop was both enjoyable and thought-provoking. It helped student-teachers develop empathy, sensitivity, and practical insights that will be valuable during internships and in their future teaching careers.



Caption: Students actively participating in the inclusion workshop.



Caption: Interactive activities promoting empathy and understanding.



Cura Personalis and Inclusion

This chart illustrates the Jesuit value of Cura Personalis—care for the whole person—through the life and teachings of St. Francis Xavier. Using colourful symbols and messages, it celebrates diversity in race, language, faith, age, gender, and ability. The rainbow arrows represent acceptance and equal opportunities for all, while messages such as “Many Faiths, One Humanity” and “Disability is Not Inability” promote respect, empathy, and inclusion.

Overall, the chart highlights the importance of valuing every individual’s uniqueness and creating a community where everyone feels seen, respected, and empowered.

ENVIRONMENT SUSTAINABILITY

Small Actions, Big Impact

Our environment is our home. Every action we take today shapes a better tomorrow. Let's protect, preserve and sustainably use the resources that sustain life.



WHAT CAN WE DO?

REDUCE
Minimize waste and consumption.

REUSE
Use items again whenever possible.

RECYCLE
Segregate waste and recycle responsibly.

CONSERVE
Save water and energy in everyday life.

PROTECT
Plant trees and protect biodiversity.

> "Sustainability is not an option, it's a responsibility we owe to future generations."

CHOOSE RENEWABLE ENERGY

USE GREEN TRANSPORT

SAY NO TO SINGLE-USE PLASTICS

THINK GLOBALLY, ACT LOCALLY

SPREAD AWARENESS, INSPIRE OTHERS

TOGETHER, LET'S BUILD A GREENER, CLEANER, HEALTHIER PLANET.

Our Planet. Our Future. Our Responsibility.

Where the Light Learns Our Names

I stand in alleys dim and stark,
Where broken glass outshines the dark.
My hands reach up through silent air,
But shattered skies don't seem to care.
The night wraps tight around my plea,
Its shadows stitching into me.
Exclusion hums a hollow sound,
Like drought that cracks the waiting ground.
Pain falls soft like ashen rain,
Seeping through my ribs and vein.
The world feels bruised, the soul feels small,
As if no light was meant at all.
I whisper low, yet dare to ask,
Beyond this sorrow's heavy mask:
When will my voice rise clear and strong?
When will I finally belong?

When will I stand in circles wide,
With nothing in my heart to hide?
When will my breath with others blend,
Not as a stranger — but as friend?
When will we sing with earth in tune,
Beneath one sky, beneath one moon?
When will we dance where rivers flow,
And let forgotten gardens grow?
I dream of veins in soil that gleam,
Of forests waking from a dream.

Of sunlight poured in equal gold,
Warming young and warming old.
Of hands unmarked by caste or creed,
Of hearts that answer every need.
Of faces different, yet the same,
All burning with one human flame.

For earth beneath our restless feet
Does not divide the bitter and sweet.
The trees give shade to every race,
The wind knows not a single face.
The soil receives each fallen tear,
It does not measure worth or fear.
We all return to dust one day,

To silent truth beneath decay.
We are but dust — yet dust that dares,
Dust that hopes and dust that cares.
Threads of breath in fragile frame,
Bound by one enduring flame.
And then — a hand breaks through mynight,
Not forged of force, but born of light.
It lifts me from the splintered ground,
Where grief had grown without a sound.

I rise into a widening sky,
Where none are asked to justify.
No colour weighed, no faith denied,
No dream dismissed, no truth defied.
Birdsong stitches dawn to blue,
Leaves release their silver dew.
Forests cradle beast and bird,
Every life both seen and heard.
So let us be what trees have shown —
Strong in root, yet not alone.
Let us build what love declares,
A world upheld by hands that share.
For we are dust — yet dust that gleams,
Dust that carries unborn dreams.
Dust that rises, bright and rare,
To shape the hope we choose to bear.
Light is not something we await,
It grows in hearts that cultivate.
Belonging is not claimed by name —
It's built in care, in shared flame.
And when we stand — no walls, no chains —
The light will learn our many names.

- Orane D'souza
F.Y.B.Ed.

The Umbrella



The umbrella stood silent in the silver rack,
uncared for, drenched, stacked amidst the piles of foul associates.
Each of them waited, patient, to be folded, dried, and cleansed again.

Yet Renée stiffened her resolve,
passed by the beggars, the needy bystanders, and street animals—
united in their hunger for shelter beneath nature's relentless clouds.

Her heavy BMW swayed over potholes,
red-stained roads, spits, and mud.
The contaminated smell still seeped through her olfactory,
even through the closed windows,
the black screen that bifurcated her sane, cozy, posh seats from the ugly world outside.

Gladly, the high-rise came into view—
her office ‘Planet Advocates’ glistened.
She dared not to waste her time on a simple reciprocation of the guard's smile.

The projector cast her fascinating slides,
while the conference hall erupted in cheers for her concern,
fingers tapping the desks in agreement.
For truly, sustainable community service is marvelous.

Her project encompasses all:
building artificial lakes, parks, orchid sanctuaries, exotic botany museums,
cleaning lanes and alleys—with a discounted price of twenty percent.
Premium buses cover any journey,
for building a better world is their singular concern.

The 2,000-acre new resort is about to commence in the heart of the forest.
As close to nature as possible—that is the demand of the hour.
Bonsai trees, wooden cottages, personal lake access, and hot jacuzzis
formed their premium offerings.

Renée's thriving concern and business are both eco-friendly and future-oriented.
She returned home and placed her keys upon the rack.
The umbrella remained—still open, awaiting the next rain.

-Aparupa Roy Chakraborty
F.Y.B.Ed

Tracks, Trains & Trash: A Wake-Up Call

-Sr.Jaya Pedthala (F.Y. B.Ed)



Every morning, the city wakes up in a rush. Trains arrive with a roar, platforms fill with hurried footsteps, and thousands begin their daily journey. Among them, I too join the crowd, travelling from Bandra to Churchgate by the Mumbai Suburban Railway. Inside the train there is a small moving world: students revising notes, office workers checking their phones, and vendors weaving through the crowd.

Yet just beyond this lively scene lies another reality. Along the railway tracks and near certain stations, heaps of garbage remain scattered with plastic bottles, wrappers, and waste that thousands pass by each day without a second glance. The trains move forward, but the trash stays behind.

As a person of faith and a future teacher, these moments invite reflection. Our Earth is not merely a place we pass through; it is a precious gift entrusted to us. In his encyclical Laudato Si', Pope Francis reminds us that “The Earth, our home, is beginning to look more and more like an immense pile of filth.” Similarly, young climate activist Greta Thunberg says, “You are never too small to make a difference.”



As future educators, we hold a unique responsibility. By creating awareness and nurturing respect for nature, we can shape young minds to care for creation. Such values help form responsible citizens committed to sustainability and respectful of diversity.

Thus, my daily train ride is more than a commute. It is a quiet reminder that faith, awareness, and education together can guide us toward a more sustainable and inclusive world.

GLOBAL CLIMATE ACTION: INDIA AT THE CENTRE

- BY SMRITI SANJAY MANJU TRIPATHI (F.Y. B.Ed)

“The fight against climate change is a shared responsibility. Every nation, every community, and every individual must act.”
-Narendra Modi, Indian Prime Minister

This statement by the leader of our country at the global platform highlights India’s commitment to a safe, secure and sustainable future. The problem of climate change due to greenhouse gas emissions and global warming transcends borders today and the most impacted are the underdeveloped & developing countries and vulnerable communities of the Global South.

GLOBAL CLIMATE EMERGENCY

According to the analysis of the World Meteorological Organisation, 2023- 2025 have been the warmest years with warming accelerating further and may soon cross the limit causing severe environmental, economic and social impacts. Next, Coal, Oil and Gas production all have reached a record high in 2024. 2023 was the first year in which humanity's oil consumption rate exceeded 100 million barrels per day. Furthermore, CO_2 levels are rising faster now than in the past 50,000 years, driven mainly by burning fossil fuels and deforestation.

IMPORTANCE OF INDIA IN GLOBAL CLIMATE ACTION- India's importance in global climate action lies in the intersection of its population size, economic policies and geopolitical strategies.

Demographic dividend- India is the most populous country and a large developing nation with around 700 million people dependent on climate-sensitive services like agriculture, fisheries and natural resources (minerals, water, mangroves, etc.). With the majority of the young population (65 million youth), India has the capacity to contribute significantly to the international climate efforts. Awareness about sustainable behaviour and shifts in habits and lifestyle (use of renewable energy, public transport, avoidance of fast fashion) can drive climate action.

Economic Importance- India is among the top 5 fastest-growing economies in the world. The future demand for fossil fuel by India will shape the global scenario of energy markets. However, India also has the potential to rapidly expand its renewable energy sector with its aim of 500 GW of non-fossil fuel capacity by 2030. Thus, India's developmental path will influence whether global warming stays within the 1.5-2.0 degrees Celsius limits.

Geopolitical commitments: India acts as a bridge between developed and developing countries in the Global South in climate-related negotiations. India has always been the voice of the Global South, advocating for Common but Differentiated Responsibilities and pushing for financial support for the developing world for environmentally sustainable economic development. India promotes energy cooperation among countries in Asia, Africa, and Europe, calling for global collaboration in climate mitigation and adaptation efforts.

Thus, India stands at the centre of future global climate action, not merely as a developing country balancing growth and sustainability, but as a strategic leader, aligning climate commitments with

Sustainable Development Goals—particularly SDG 13.

ROLE OF INDIA IN EVOLUTION OF GLOBAL CLIMATE ACTION

Formation of the United Nations Framework Convention on Climate Change(UNFCCC)

(1992)- India was an active participant in the Rio Earth Summit. It was a strong advocate of climate justice talking about historical responsibility and the contribution of developed nations to emissions. Emphasis was placed on the eradication of poverty and climate risk in the vulnerable areas of the world.

Kyoto Protocol (1997)- India represented the global south as a leader and supported the clean development mechanism (CDM).

Paris Agreement (2015)- India committed itself to reducing the global emissions of CO2 and expanded its Nationally Determined contributions (NDCs)- a climate action plan submitted every 5 years by each country.

COP Leadership- Conference of the Parties, a global meeting conducted every year under the UNFCCC framework, discussing the world's progress in the path of climate change mitigation. In the recent COP meetings, India has been advocating for climate finance and Loss and Damage funds.
India also advocated for a climate-aligned Sustainable Lifestyle.

NATIONAL POLICY FRAMEWORK

1) NATIONAL ACTION PLAN ON CLIMATE CHANGE (2008)- This plan is the BACKBONE of India's climate strategy. It includes 8 missions, such as:

- National Solar Mission
- National Mission for Enhanced Energy Efficiency
- National Water Mission
- National Mission for Green India
- National Mission for Sustainable Agriculture

2) NATIONAL GREEN HYDROGEN MISSION- Under the Ministry of New and Renewable Energy, this mission aims to decarbonise the economy, reduce dependence on fossil fuel imports and enable India to assume leadership in technology and global market of Green Hydrogen.

3) PM- KUSUM SCHEME- The Government launched PM-KUSUM scheme in March, 2019, which has been scaled-up in January 2024 with the objective to provide energy and water security to farmers, enhance their income, de-dieselize the farm sector, and reduce environmental pollution.

4) NITI AAYOG AND SDG IMPLEMENTATION- NITI Aayog is the nodal institution for achieving SDGs in the country, leading the 2030 agenda. It monitors the national and sub-national progress through various tools such as SDG India Index and Dashboard, the Multidimensional Poverty Index: Progress Review 2023, the North-Eastern Region Index, among others.

5) GREEN GROWTH STRATEGY- Green growth is one of the seven priorities (saptarishi) to guide India into "AMRIT KAAL". Green growth, ranging from green credits to green energy to green mobility and green farming, are the main priorities. Projects like PM-PRANAM (Programme for Restoration, Awareness, Nourishment and Amelioration of Mother Earth), Atmanirbhar clean plant programme, GOBARdhan (Galvanising organic Bio- Agro Resources Dhan) are a part of India's green growthstrategy.

GLOBAL CLIMATE LEADERSHIP-

1)INTERNATIONAL SOLAR ALLIANCE- ISA is a collaborative initiative between India and France aimed at uniting the efforts to combat climate change by implementing solar energy solutions. It was conceptualised in 2015 and has 90+ member countries. Its mission is to advance solar power adoption for a carbon-neutral future.

2) GLOBAL BIOFUEL ALLIANCE- It was launched by India's honourable PM in the New Delhi Leaders' Summit as a multistakeholder alliance bringing together governments, international organisations and industry. It aims to position biofuels at the centre of global energy transition and contribute to socio-economic growth.

3) PANCHAMRIT COMMITMENTS (COP26)- India has intensified its climate action at the global level by incorporating five essential elements (Panchamrit), as follows:

- Non-fossil fuel energy capacity of 500 GW by 2030.
- Fulfilling half of the energy requirements by renewable energy by 2030
- Reducing CO2 emissions by 1 billion tons by 2030.
- Reducing carbon intensity below 45% by 2030.
- Achieving the net-zero emission target by 2070.

4) SOUTH-SOUTH COOPERATION-

South–South Cooperation has become central to India's climate diplomacy, reflecting its strong commitment to climate justice and equitable development. India advocates fair climate governance that recognises historical responsibility and the developmental needs of the Global South.

Through initiatives such as the **Coalition for Disaster Resilient Infrastructure**, India promotes climate-resilient infrastructure and adaptation support for vulnerable nations. It also advances **technology transfer and digital cooperation by sharing renewable energy expertise** and digital public infrastructure models, strengthening institutional capacity across developing countries. Together, these efforts position **India as a leader in shaping inclusive and just global climate governance.**

5) Lifestyle for Environment (LiFE)- It is a people-centric climate initiative launched by Prime Minister Narendra Modi at COP26. It promotes sustainable lifestyles, responsible consumption, and behavioral change as key tools for climate action. Rooted in the principle of climate justice, LiFE emphasizes that mindful use of resources must complement policy and technology solutions. By presenting a low-cost, scalable model for developing nations, India strengthens its position as a global leader advocating inclusive and sustainable climate governance.

As the climate crisis intensifies, India has emerged not merely as a participant but as a central pillar of global climate action. From shaping negotiations under the United Nations Framework Convention on Climate Change to launching transformative initiatives such as the International Solar Alliance and the Coalition for Disaster Resilient Infrastructure, **India has demonstrated leadership rooted in equity, climate justice, and sustainable development.**

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However, significant challenges remain. Rapid urbanisation, rising energy demand, dependence on coal, climate-induced disasters, financing gaps, and technological constraints pose hurdles to achieving its ambitious targets. Balancing economic growth, poverty eradication, and deep decarbonisation will require sustained policy innovation and global cooperation.

Going forward, India must accelerate renewable energy deployment, scale up green hydrogen and biofuel transitions, strengthen climate-resilient infrastructure, and enhance climate finance mobilisation. Greater investment in research, indigenous clean technologies, carbon markets, and just transition strategies for vulnerable communities will be essential. At the international level,India can continue advocating equitable climate governance while expanding South–South cooperation and digital climate solutions.

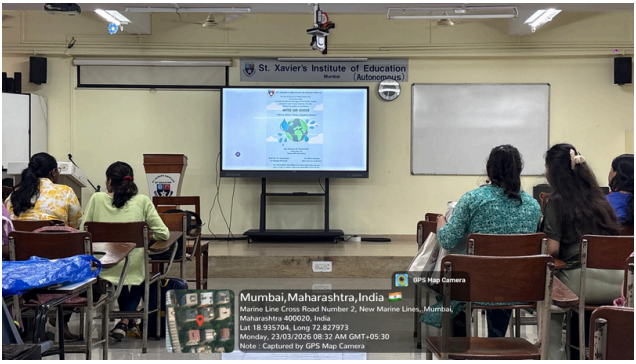
Ultimately, India's climate leadership will be measured not only by its commitments but by its capacity to translate ambition into inclusive, sustainable transformation—ensuring that development and environmental stewardship move forward together toward a resilient and
secure future.

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2) National Green Hydrogen Mission
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4) PM KUSUM
5) NITI AAYOG AND SDG
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7) Global Biofuel Alliance


ECO-CLUB
INITIATIVES
Together for a Greener, Cleaner, Better Planet.
REDUCE
Use less.
Conserve more.
REUSE
Give things
a second life.
RECYCLE
Turn waste
into resources.
Go Green,
Save Energy, and
Secure a Better Tomorrow
CONSERVE ENERGY
SAVE WATER
PROTECT OUR PLANET
Small steps today, sustainable future forever.

Water and Gender: Where Water Flows, Equality Grows
Eco Club Assembly | 23rd March 2026



To mark the importance of World Water Day, the Eco Club of St. Xavier's Institute of Education (Autonomous) organised a meaningful assembly on 23rd March 2026 on the theme "Water and Gender: Where Water Flows, Equality Grows." The programme aimed to create awareness about the link between water accessibility, gender equality, and sustainable living.

The assembly featured an engaging skit that portrayed the contrasting realities of rural and urban communities, highlighting the hardships faced by women and girls due to water scarcity and the need for responsible water usage. Interactive activities encouraged students to reflect on their own water conservation habits, while thought-provoking videos helped build empathy towards communities affected by inadequate access to water.

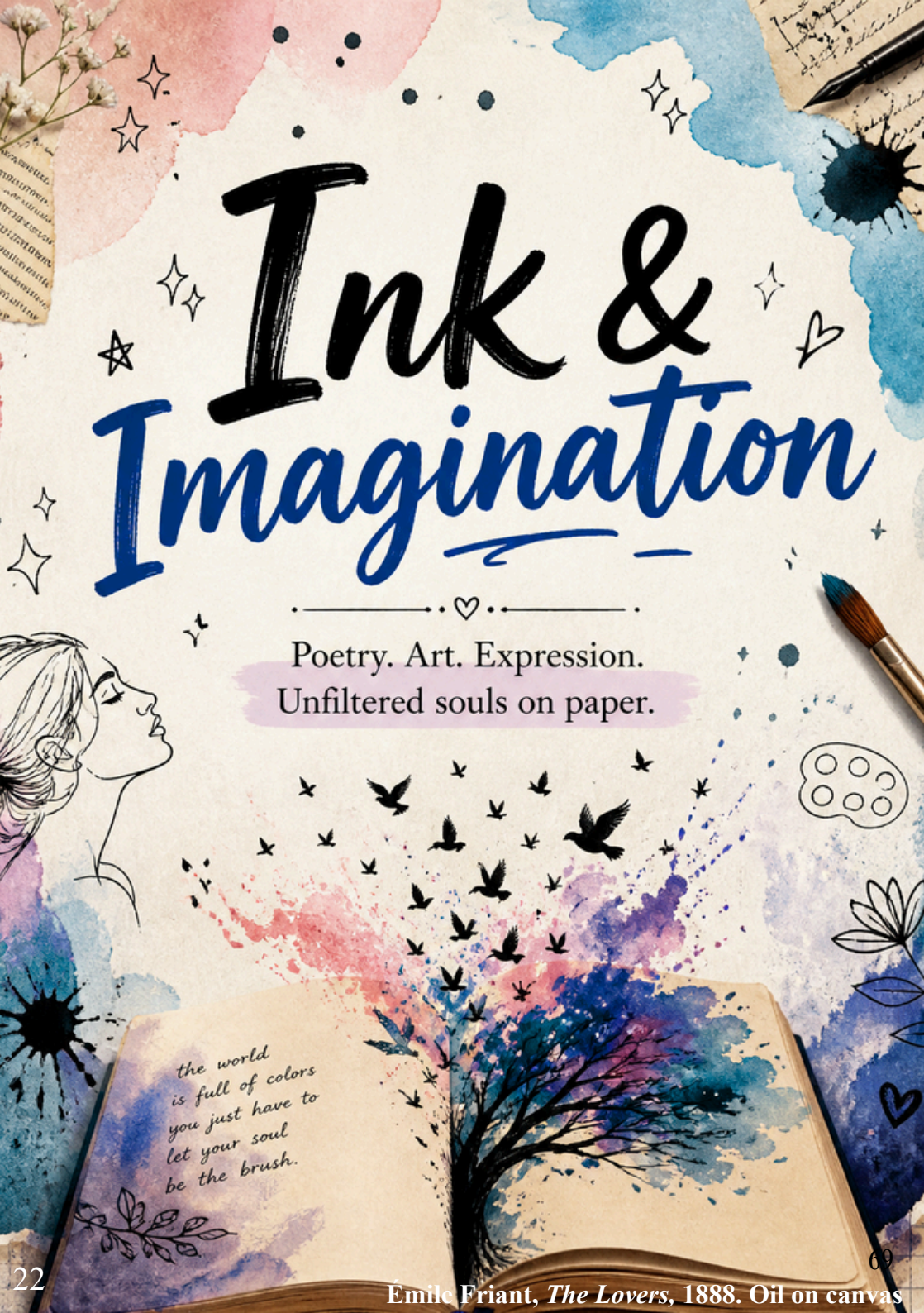
A research-based presentation, supported by a Google Form survey, focused on important issues such as water collection responsibilities, the impact of water scarcity on education, and awareness of government initiatives like the Jal Jeevan Mission and Namami Gange Programme. The discussion also reinforced the significance of SDG 5 (Gender Equality) and SDG 6 (Clean Water and Sanitation).

The assembly concluded with a water conservation pledge, inspiring students to adopt sustainable practices in their daily lives. The programme was informative, interactive, and impactful, leaving participants with a deeper understanding of the vital connection between water and gender equality.



Caption: An impactful skit was presented to raise awareness about water conservation and equitable access for all.





Émile Friant, *The Lovers*, 1888. Oil on canvas

Creative Writing: Text and Textile Workshop

On 28th January 2026, 47 student-teachers of SXIE participated in Text and Textile, a creative writing workshop conducted by Mr. Gaurav Monga at Empyrean School, Kharghar.

The workshop explored the intersections of text, textiles, memory, identity, and pedagogy, encouraging participants to view clothing as a powerful metaphor for self-expression, lived experiences, and learning.

Through reflective discussions, poetry, storytelling, and experiential writing activities, students examined the symbolic, cultural, and emotional significance of clothing. Mr. Monga introduced concepts such as **collective consciousness, representation, generative learning, and learner-centred pedagogy**, emphasizing that **meaningful learning emerges when personal experiences are connected to educational content.**

He highlighted the **teacher's role as an initiator of learning, fostering creativity, dialogue, reflection, and self-expression rather than merely transmitting knowledge.** The workshop offered valuable insights into the **use of metaphor, narrative, and experiential learning as tools for creative pedagogy, inspiring future educators to design more engaging, reflective, and authentic learning experiences.**





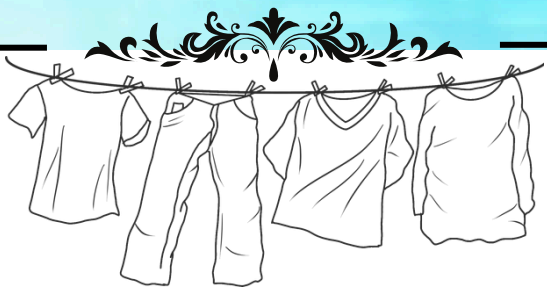


A Token of Responsibility

-Pearl Correira

I got gifted a white tshirt-
Pure and pretty,
easily accessible at first
But then it was first the showcase of responsibility
What once felt like a cute gift now resembles the responsibility I carry.
I liked sleeping in it, it brought me comfort but now the high neck of that same t-shirt makes it difficult to breathe.
Don't let me sleep.
It makes me wonder…





Is this the white shirt that is meant to be kept white or it is something that will show the stains when I mess up?
Will it be the same shirt that once was a clothing of joy or is it the one that's going to be a reminder that yes, this was a struggle but in the end you survived.
Should I maybe have just kept it locked in the cupboard?
But NO you might not agree…
but the struggles are mine;
The wear and tear of the clothes that's me–
a person who will be there for you no matter what!

Still Hers

-Joela Yalangi

I sit in a corner, and I watch.
I watch as the others get picked, while I,
covered in dust, just sit.

I see her coming close to me.
I wish she'd pick me again,
but she doesn't even spare a glance.
Does she hate me?
Is she never going to wear me?
But why did she keep me?
Why am I still there?

I remember the joy on her face
when she first got me.
She hugged me, she kissed me as she twirled,
happy and screaming,
"I finally got it!"



It felt as if she had the whole world in her hands.
She wouldn't take me off.
She was so happy.

Then came the day she held me again.
She clutched me tight and stared at me,
with anger in her eyes and pain in her heart.
Anger turned to tears, tears turned to fear,
fear of loss, fear of emptiness,
fear of never feeling again.

That's when I realized…
she'll never wear me again.

I'll always be somewhere around her,
but never on her.

The Gown of Joy

-Sister Mereena Dixion

On an evening came a
beautiful woman in white gown
filled with grace and beauty
I fell in love with the grace.
I dreamed to have that gown
clean, pure and sanctified
longed for the days to move faster
then came the day of decision
I left what I loved
I left what I belong
I left all what I own
to achieve that beauty
to achieve that gown
of joy and grace

I took a firming heart
To achieve and gain my gown
And in a gracefilled and
memorable day I won my
dream dress and filled with joy
So great that I was in
tears to gain it in my life
and I live happily
achieving the goal of dream
of my life with its fullness and grace



The Clothes Watcher

-Udyati Shah

The clothes watcher
Is an interesting fellow
If you ever see him
Don't forget to say hello

The clothes watcher
What does he do?
He watches your clothes
Every stitch, shade and hue

The clothes watcher
Watched his sister get wed
Her groom in silken gold
Her own wedding dress red

The clothes watcher
Went to a cricket game
And saw a sea of blue
Fans in jerseys with a cricketer's name

The clothes watcher
Saw a procession go by
And someone dressed as a peacock
Stopped to say hi

The clothes watcher
What does he wear?
A polka dotted suit
And a fedora on his hair

The clothes watcher
He comes and he goes
And if you are dressed nicely
You can bet he already knows

I finally met the clothes watcher
And got to have a chat
About why he liked to clothes watch
And about his favourite hat

The clothes watcher told me
Why he liked to observe
The clothes that people wore
And the looks they liked to serve

The clothes watcher said
That the clothes that people wear
Were more than just some garments
They had many stories to share

The clothes watcher invited me
To clothes watch too
Because as he told me
Pretty clothes were more than just a view

The clothes watcher and I
Saw a woman in black silk
She was mourning her husband
But right now she was getting milk

The clothes watcher and I
We're enjoying a cup of tea
When the doctor passed by
In a coat he got for free

The clothes watcher
Is a truly fascinating guy
For you could be wearing a random shirt
And he could tell you why

The clothes watcher said
That every shirt had a story
And if accidentally revealed something
Well, then he wasn't sorry

The clothes we wear
They say a lot
And according to the clothes watcher
Even if you're happy or not

The old grandma's gown
The grumpy nun's veil
Even the chowkidar's shirt
They all tell a tale

Is her gown wrinkled?
Well maybe she's sick
Is his shirt loose?
Maybe he's missing his stick



I finally realised why
The clothes watcher like to watch
For every piece of clothing
Was of its wearer's life a swatch

So before I go
All I want to say
Is do meet the the clothes watcher
He will make your day



The Weaves of Childhood

-Rhea Fernandes

In a far away land, India,
There lived a little girl, small and bright
in a clothing white began to cry,
another girl a lane away,
came passing by and they began to play

Time flew by in jiffy light and the girls grew up
healthy and strong sharing things, sharing life.
A white T-shirt hanging by bringing memories
that went by down the lane.

Mamma came along missing her, elder girl
her baby dear the white shirt there, bringing
thoughts and memories most dear.
Then came the little girl
bringing her light back to life.
The other girl remained standing by,
mildly smiling by

The Invisible Ripple: Why Kindness Costs Us Nothing

In our fast-paced lives, it’s easy to get lost in our own worlds. We’re often rushing between classes, glued to our screens, or stressed about our next deadline. We become so protective of our time, our energy, and even our data that we forget how much power a small act of kindness can hold.

The Power of "Yes"

Recently, a short story reminded us of a simple scenario: A woman's phone dies just as she needs to make an urgent call. She asks for help, but she is met with excuses. One person is too worried about their data usage; another is too protective of their privacy. Each "no" seems small and justified to the person saying it, but to the person in need, those "no's" feel like a wall.

The Law of Reciprocity

As the quote by Rhonda Byrne says, "You get what you give—period." Life has a funny way of bringing things full circle. The very help we refuse to give today might be the exact help we desperately need tomorrow. When we choose to ignore someone else’s struggle, we contribute to a world where it’s okay to be indifferent.

Lifting Each Other Up

Supporting others—especially within our own community—doesn't always require a grand gesture. Sometimes it’s just about:

Giving Respect: Valuing someone else's time and feelings.

Giving Kindness: Offering a smile or a helping hand without being asked.

Giving Support: Stepping up when someone is in a tough spot, even if it’s a minor inconvenience for us.

When we choose to support instead of ignore, we create a ripple effect. When we lift each other, we all rise. Let’s make our college a place where no one has to face a "dead battery" alone—metaphorically or literally.

The next time someone asks for a moment of your time or a small favor, remember: kindness is the only thing that doubles when you share it.

- Nayana Johny
. F.Y.B.Ed

events and celebrations



INTERRELIGIOUS HARMONY

ONE HUMAN FAMILY. ONE SHARED FUTURE.



Different Paths.
Shared Values.
Stronger Together.

SXIE CELEBRATES DIWALI

The Diwali Celebration at SXIE was organized by the F.Y.B.Ed students to celebrate the festival's message of light, unity, and cultural diversity. The Multipurpose Hall was decorated for the occasion, and the event opened with a welcome by the student hosts and an introduction to the historical and cultural significance of Diwali.

A lamp-lighting ceremony symbolized the spirit of Diwali, followed by presentations highlighting how Diwali and related festivals are celebrated across different Indian states and countries such as Nepal, Sri Lanka, and Thailand. This segment promoted cultural awareness and inclusivity among participants.

Interactive activities, including a pictography challenge on traditional Diwali snacks and a charades game, encouraged audience participation and created a lively atmosphere. These activities reinforced the theme of unity in diversity while making the programme engaging and enjoyable.

The highlight of the event was a musical drama based on the Ramayana, creatively connected to contemporary life through acting, singing, and dance. The celebration concluded with speeches by the Principal and faculty, emphasizing that Diwali is a festival of compassion, hope, and inner enlightenment.

Key Highlights

- Lamp-lighting ceremony.
- Presentation on Diwali celebrations across India and abroad.
- Pictography activity on traditional Diwali foods.
- Charades game.
- Musical drama based on the Ramayana.
- Dance, music, and theatrical performances.
- Principal's address and concluding reflections on Diwali's values.









SXIE CELEBRATES CHRISTMAS

The Christmas Celebration Programme was organized to help students understand the true meaning of Christmas and foster a spirit of joy, community, and togetherness. The event began with a warm welcome by the anchors and a prayer song that created a spiritual atmosphere.

A central attraction of the programme was a skit depicting the Birth of Jesus Christ. Through the performance, students explored the deeper significance of Christmas as a celebration of love, compassion, and faith rather than merely a festive occasion associated with gifts and decorations.

The celebration also included an appreciation activity in which participants exchanged positive messages about one another, strengthening bonds within the community. Additional entertainment featured dances, Passing the Parcel, Christmas carols by first-year students, and a joint skit by first- and second-year students.

The programme concluded with an inspiring message from Father on the spiritual significance of Christmas and the message of hope and redemption. Overall, the event successfully blended spirituality, creativity, and fellowship, making it a memorable celebration for all participants.









INDOOR
SPORTS



OUTDOOR
SPORTS



INDOOR SPORTS DAY

The Indoor Sports Event was held over two days as an inter-house competition involving Asha, Aastha, and Satya Houses. Organized with the support of the Student Council, the event provided students with opportunities to showcase their skills in a structured and competitive environment.

The competitions included chess, carrom, table tennis, scrabble, and Jenga. Matches were conducted through quarterfinal, semifinal, and final rounds, ensuring fair competition and maintaining excitement throughout the event.

The programme emphasized the importance of indoor sports in developing concentration, strategic thinking, patience, reflexes, and decision-making skills. Preliminary intra-house rounds were conducted beforehand to identify the best players from each house for the final inter-house contests.

Students participated enthusiastically, supporting their teammates and displaying excellent sportsmanship. The event successfully promoted teamwork, confidence, interaction, and healthy competition while providing a refreshing break from academic routines.

Key Highlights

- Two-day inter-house sports competition.
- Events: Chess, Carrom, Table Tennis, Scrabble, and Jenga.
- Quarterfinal, semifinal, and final rounds.
- Student Council-led organization and scheduling.
- Prior intra-house selection rounds.
- Strong participation, teamwork, and sportsmanship.




EXCELLENT CLUB
APPROVED
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OUTDOOR SPORTS DAY

The Annual Sports Day was conducted at the Fr. Sologran Auditorium with enthusiastic participation from students divided into three houses—Asha, Aastha, and Satya. The programme commenced with a welcome by the Student Council, followed by a formal welcome to the Guest of Honour and the ceremonial opening of the event.

The opening ceremony included flag hoisting, a march past by the three houses, the Sports Oath administered by the In-Charge Principal, and the college song. These activities promoted unity, discipline, and the spirit of fair competition among participants.

A wide range of sporting events such as badminton, basketball, lemon-and-spoon race, balloon race, walking race, matching cups, and book-balance race were organized. Students participated enthusiastically and demonstrated teamwork, coordination, and sportsmanship throughout the day.

The Sports Day concluded successfully with the recognition of outstanding performances. Aastha House emerged as the Best House, while students from Asha House won the titles of Best Sportsman and Best Sportswoman. The event effectively promoted fitness, teamwork, and healthy competition.

Key Highlights

- Flag hoisting and march past by Asha, Aastha, and Satya houses.
- Sports Oath and official declaration of Sports Day.
- Competitions in badminton, basketball, balloon race, walking race, lemon-and-spoon race, and other events.
- Strong participation and teamwork among students.
- Aastha House awarded Best House.
- Best Sportsman and Best Sportswoman from Asha House.




SBI


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! GO TEAM !









BIDDING FAREWELL TO OUR OUTGOING SY BATCH

The Valedictory Function for the Batch of 2024–2026 was organized by the F.Y.B.Ed students to bid farewell to the outgoing S.Y.B.Ed batch. Held in the Multipurpose Hall, the event celebrated the academic journey, achievements, and memories of the graduating students. The programme began with a prayer song and inspiring addresses by faculty members and management, creating a warm and reflective atmosphere.

The celebration featured a variety of cultural performances, including songs, dances, and the debut performance of the XLED Band. A memory video showcasing the students' experiences and accomplishments added a nostalgic touch, while speeches by faculty and student representatives expressed gratitude and encouragement for the future.

A certificate and prize distribution ceremony recognized student achievements, and faculty members who completed their Ph.D. degrees were felicitated. The most emotional segment was the Sending Forth and Candle-lighting Ceremony, symbolizing gratitude, unity, and hope as the outgoing students prepared to enter a new phase of their lives.

The programme concluded with the national anthem, group photographs, and heartfelt farewells. The event successfully celebrated friendships, accomplishments, and the beginning of new professional and personal journeys for the graduating batch.

Key Highlights

- Prayer song and welcome addresses.
- Speech by Manager Fr. Dr. Francis Swamy and faculty members.
- Musical performances, dance presentations, and debut of the XLED Band.
- Memory video showcasing the S.Y.B.Ed journey.
- Certificate and prize distribution ceremony.
- Felicitation of faculty members completing Ph.D. degrees.
- Sending Forth and Candle-lighting Ceremony.
- Group photographs and farewell messages.






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