



SXIE COMMUNITY WORK

COMMUNITY ENRICHMENT PROGRAM 2020-21



B.ED. PROGRAM 2020-21

FACULTY COORDINATORS: DR VINI SEBASTIAN AND MS KALPANA CHAVAN

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ABOUT THE INSTITUTE



TO ILLUMINE THE DARKNESS

SXIE VISION STATEMENT

JOYOUS AND CREATIVE TEACHER EDUCATION

SXIE MISSION STATEMENT

- 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 "

ABOUT COMMUNITY WORK
B.ED. (FY AND SY)



“We aim to form leaders in service, men and women of competence, compassion, conscience and commitment”

Rev. Peter-Hans Kolvenbach, s.j. Superior General of the Society of Jesus

SERVING WITH LOVE

BASED ON UNIVERSAL APOSTOLIC PREFERENCES

**SPIRITUALITY & DISCERNMENT
WALKING WITH THE EXCLUDED
JOURNEYING WITH THE YOUTH
CARE FOR THE YOUTH**

COMMUNITY WORK AS PROJECT BASED ACTIVITIES IN B.ED. PROGRAM

B.Ed. CBCS Syllabus

**Participation in Community Work in collaboration with
schools/NGOs**

SEMESTER 1 (Part 1) AND SEMESTER 4 (Part 2)

20 marks each semester

One week each

WHAT IS A COMMUNITY?

- Community here may not be limited to geographical, cultural, social closeness but its understanding is functional, contextual.
- Community can mean an area/school for deprived, marginalized, rural , tribal communities.

Thus, participating in community work gives a wide and flexible scope to contribute to that area.

FEATURES IN COMMUNITY WORK

- Taking University to the doorsteps of the village – Gandhi. On the same lines, community work is meeting the community where it is, understanding its culture, breaking one's bias through reason and logic, *from Me to We*
- Community work is where the Institute plans programs with the help of faculty, community centres, NGOs so that the student teachers, faculty can participate and contribute to the development and empowerment of the community.
- It is a win-win situation, where the student teacher learns as he/she teaches in the community centres.

DEFINING CHARACTERISTICS OF COMMUNITY WORK

- Interdisciplinary
- Democratic
- Participative
- Awareness of diverse learning environments
- Sensitization to needs and challenges of people living in different community context.
- It encompasses political, social and cultural life as they are directly or indirectly related to education.
- Importance of service learning
- Volunteerism is infused for life long social contribution

APPROACHES TO COMMUNITY WORK

- HUMAN-RIGHTS BASED APPROACH
- PARTICIPATORY APPROACH
- HUMANISTIC APPROACH
- DEVELOPMENT APPROACH
- COLLABORATIVE APPROACH (SCHOOL/COLLEGE-CENTRE LINK)
- <https://files.eric.ed.gov/fulltext/ED519214.pdf>

WHAT IS COMMUNITY WORK IN B.Ed.?

- Good education is not just about subject knowledge or completing assignments, good education is gaining an integrated view of what is happening in the world around us.
- Community work help to mobilise the talents, knowledge and skills to participate in collaborative way for development. And empowerment of community.
- Community work aims at students' awareness of how their thoughts, actions and intentions can affect the development of the community around them.

Suggested Reading:

<https://www.usf.edu/engagement/documents/reflection-in-he-sl-fs-short-sept08.pdf>

Reflections in Service-learning

https://www.ugc.ac.in/pdfnews/6202338_Public-Notice-Fostering052019.pdf

Fostering Social Responsibilities and Social Engagement for Higher Education Institutions in India

CONTRIBUTION OF TEACHERS AND STUDENT TEACHERS IN THE COMMUNITY WORK

- How can we (teachers and student teachers) contribute?
- Sharing technical and pedagogical knowledge
- Equipping community with awareness of community living- health, well-being, skill development, computer literacy, making learning resources.
- Spreading joy of teaching using innovative, contextually available resources (using fields and farm outputs for teaching Math, science ,geography; making use of their local music , songs , dances to teach about healthy eating, study habits, hygiene, self –care)
- Remedial teaching, understanding the gaps in learning and bridging it.
- Creating simplified text matter, math understanding, posters, flash cards, concept maps, teaching aids, counselling, career guidance and sex education.
- Life skills and soft skills
- Innovative strategies for developing learning, teaching and thinking skills.

STEPS OF COMMUNITY WORK

- (1) Collecting and analyzing information,
- (2) Defining priorities and setting goals,
- (3) Assessing available resources,
- (4) Deciding on and planning programs
- (5) Designing strategies to implement these programmes and dividing responsibilities among participants,
- (6) Managing programs,
- (7) Monitoring progress of the programs; and
- (8) Evaluating results and impacts.

BROAD PHASES OF COMMUNITY WORK

PHASE 1

- Training of student teachers , understanding their interests, talents,
- Need Assessment – Context , resources – material and human

PHASE 2

- Planning program(s), collaborations

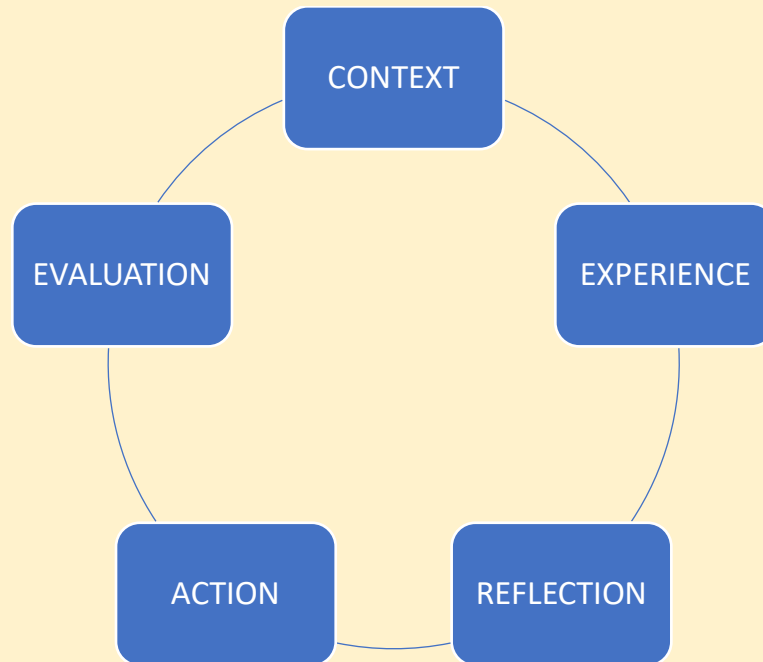
PHASE 3

- Sustaining the program – managing, resolving challenges, monitoring

PHASE 4

- Evaluation – outcomes, Impact
- Reflection in all stages
- Community work journal is maintained for all phases and its steps.

IGNATIAN PEDAGOGICAL PARADIGM STAGES



IPP IN COMMUNITY CENTRES

CONTEXT- UNDERSTAND THE CONTEXT OF THE LEARNER AND THE LEARNING ENVIRONMENT.

EXPERIENCE – PROVIDE ACADEMIC, SOCIAL CO-CURRICULAR AND VOCATIONAL SKILLS EXPERIENCE

REFLECTION: REFLECTION ON EXPERIENCES PROVIDED

ACTION: MAKE MODIFICATIONS BASED ON EXPERIENCES AND REFLECTIONS, REPORT WRITING AND ASSEMBLY PRESENTATION

EVALUATION: ASCRIBE THE VALUES AND LEARNING GAINED

COMMUNITY ENRICHMENT PROGRAM

PHASE 1 – PRE-COMMUNITY WORK

- Talent Profile and Resource sharing profile
- Orientation to Community work and distribution of groups
- Orientation & Sharing of Experience by the senior buddy
- Skill development for Community work by the senior buddy
- Resource preparation, Organisation of the community work program. (LIVE OR RECORDED) , Social analysis

PHASE 2- DURING COMMUNITY WORK

- Presentation of the community work program (Live or Recorded)

SUGGESTED ACTIVITIES

- 5 lessons each of 15 minutes (syllabus based or on personal and community hygiene, nutrition)
- Digital resources like diagrams, quizzes, Innovative 2 D or 3D- well labelled diagram
- Online Recreational activities (games and general knowledge quiz, dance, singing) or skill development in socially useful work.

5 lessons (3 syllabus based, 2 general) + 5 online recreational activity

PHASE 3- POST COMMUNITY WORK

- Reflection
- Community report writing
- Assembly presentation

COMMUNITY WORK PROGRAM FOR 2020-21

- DATES : 15th March 2021 to 19th March 2021
- ONLINE DELIVERY
- COMBINATION OF SEM 4 & SEM 1 – BUDDY SYSTEM
- CENTRES UNDER SNEHASADAN
- MARKS :20

Each group will have 12-13 students per centre

Each day 6- 7 activities

BENEFITS OF COMMUNITY CENTRE

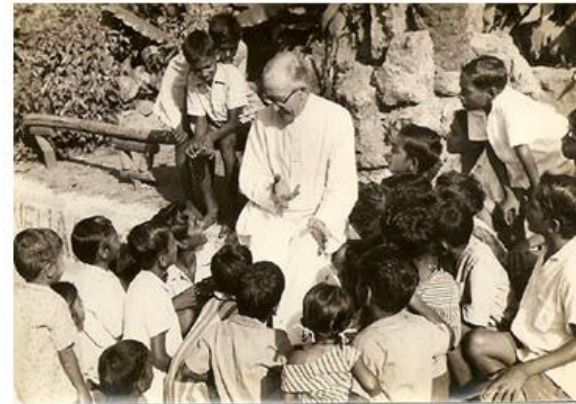
- Awareness of student teachers of the diverse learning environment especially semi-urban, rural, tribal, deprived strata of society, differently abled.
- Understanding the link between educational Institutes like schools, college and society. Non isolation or compartmentalization.(Analogy of Kangaroo and Joey).
- Fostering values of democracy, equity, inclusion, socialism, development of all, empowerment, knowledge and skill development amongst the student teachers from the beginning of their B.Ed.
- Inculcating service learning and volunteerism amongst student teachers through experiential learning.
- Acquiring the feeling of social responsibility and of joy of being a part of larger society beyond walls of classroom.
- It is assumed that community participation and empowerment have the potential to make major contribution in educating people and enriching their quality of life.

BENEFITS OF COMMUNITY CENTRE (CONT.)

- Supporting the community centres in various ways for its development
- Bridging the gap between theory and practice
- Planning and executing strategies for addressing problems of practice;
- Exchanging best practices of college and community centres
- Fostering transformative teaching.
- Improving student learning.
- Widening the perspective and understanding of community of the student teachers.

Moving towards borderless society. Breaking walls and building bridges.

ABOUT THE COMMUNITY CENTRE -SNEHASADAN



SNEHASADAN HOME FOR THE HOMELESS

WE FIGHT TOGETHER

WE ARE HUMANS

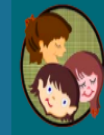
WE CARE ABOUT OTHERS

WE ARE HUMANS

ABOUT THE COMMUNITY CENTRE -SNEHASADAN – DIRECTOR AND OTHER DETAILS



Fr. Noel Pinto S.J.
Director



SNEHASADAN | HOME FOR HOMELESS

Snehasadan To provide every child on the street a home of love.

A Home and a future for homeless street children in Mumbai, India.

WEBSITE

<http://www.snehasadan.org/contact.html>



MISSION

To be a home for homeless children, regardless of caste or creed, provide a shelter for the numberless homeless orphans, waifs, destitute and delinquents who roam almost every quarter of India's "First City".



AIM

Snehasadan's aim is to reach out to the homeless children, find out what were the reasons for which they are on the streets, trace their families and reunite them with their families wherever possible.

ABOUT THE INMATES OF SNEHASADAN

- Homeless Children,
- Single Parent Children,
- Children Who Have Experienced Sexual Abuse,
- Children Who Are Referred By The Government, & Street Children.
- Girls – Same Category As Above
- Home Parents
- Catholic Nuns



KNOWING SNEHASADAN CLOSELY

Snehasadan is a non-governmental organization that provides a Home and a future for homeless street children in Mumbai, India. Over the past 49 years Snehasadan has been providing shelter for over 40,000 children.

These homes have given them a chance to escape life on the streets, gain access to shelter, education and a future, and above all find a home and a family where before there was none.

“Without family nothing else matters, everything from the top to bottom falls apart or descends into chaos... the loss of home leaves a gap that can never be filled.”

- Family Matters by Rohinton Mistry

IN SYNC WITH THE THEME, MANAGING WITH THE PANDEMIC: BUDDY SYSTEM

The COVID-19 lockdown situation must not dampen our spirits. We can still reach out and help the DISADVANTAGED children. SXIE has undertaken community work this year in an online mode. The B.Ed. practicum makes it compulsory for students to engage in community work, where they are awarded 20 marks.

With a true spirit of community work, derived from the vision and mission of SXIE with the theme of the year “ **BUILDING A HOPE-FILLED FUTURE**”, SXIE students are expected to engage in community work with a service oriented attitude, keeping in mind the values of cooperation and team spirit.

The community work would lead to the development of leadership and skills of online teaching and organising recreational activities for the inmates. In order to achieve maximum results, the BUDDY system is adopted.

BUDDY SYSTEM : The S.Y.B.Ed. students and F.Y.B.Ed. students are paired and made into a group for one centre. This will enable the peer training and peer exchange of skills. The S.Y.B.Ed. students being trained in online skills for all the internship lessons will be able to provide the requisite mentoring to their F.Y. counterpart, enabling them to deliver the program in the online mode. The incidental learning of the buddy system would be to learn better communication skills and create a collaborative learning environment. This would also lead to linkages between the seniors and juniors and help them to be directed towards achieving the common goal of the institution and the community work program.

OBJECTIVES OF THE PROGRAM

- To distribute students in different community work centers
- To orient students on the needs and context of the centres through the buddy system
- To sensitise students on the theme Building a Hope-filled Future and its sub themes in the context of the community work
- To prepare teaching aids to suit the teaching learning context in the community
- To prepare lesson plans to deliver in the community centre
- To prepare the students for the community work through buddy system.
- To prepare modules on basic computer skills
- To develop teaching skills during the community work.
- To help students reflect on their experience
- To make participatory chart for the execution of the plan
- To conduct assemblies to disseminate the learning.
- To submit community engagement report with evidence

PROCESS OF COMMUNITY WORK PROGRAM

- The following steps will be followed for the program
 - Orientation of the students to the community work
 - About the centre (Snehasadan)
 - About the Buddy system
 - Organisation of the activities to be conducted
 - Orientation of the records to be kept
 - Group wise planning and display of the activities
 - Observation by the supervisor
 - Certification

- Week allotted for community work :
 - 15th March 2021 – 19th March 2021

RULES AND REGULATIONS FOR THE COMMUNITY WORK

All students are expected to be present for the entire community work program which means for the whole session and all days allocated for this program.

All Students are expected to cooperate with each other for the smooth running of the program

All Students must carry out the instructions given for the program and execute it properly.

All students must respect and follow instructions of the student coordinators for the program

The inmates of the centre must be treated with care, communication with the inmates must be respectful and empathetic.

All requirements /records of the community work program must be submitted to the staff-in-charge of the program.

All students must get involved in the program and give their best for the success of the program with their talents and skills wherever needed.

The centre requires committed people and students must emulate high level of commitment.

The code of conduct presented to all students for online instruction must be strictly adhered to during the program.

GROUPING OF THE COMMUNITY WORK

The Groups are made with reference to the BUDDY system explained before.

Each group consists of both the years, with seniors expected as mentors for the juniors.

The staff-in-charge would be the guide for the program.

Students are expected to coordinate with the centre and devise a customised program for their group for the 5 days allotted to the group.

BUDDY GROUPINGS OF THE CENTRES: 8 HOUSES

<p>HOUSE 09:</p> <p><u>SYB.Ed</u> Renita Joann Christalina Marilyn Daya Rashida</p> <p><u>FYB.Ed</u> Chantelle Leona Deepika Patrisia Andrea Rachel Remy</p>	<p>HOUSE 10:</p> <p><u>SYB.Ed</u> Thresia Adelaide Cathia Vanessa. P Prabha Janhavi</p> <p><u>FYB.Ed</u> Abigail Saarang Urusa Bonita Nakiya Arwa</p>	<p>HOUSE 11:</p> <p><u>SYB.Ed</u> Bushra Sana Khushboo Steffy Saheel Wasim</p> <p><u>FYB.Ed</u> Vipinchandra Lester Larrisa Sancia Fatima Drihsya Manish Ram</p>	<p>HOUSE 16:</p> <p><u>SYB.Ed</u> Kunjan Nisha Rewati Claris Sophiya Candida</p> <p><u>FYB.Ed</u> Cyrus Malvika Akhilesh Renita Daniella Remy</p>
<p>HOUSE 05:</p> <p><u>SYB.Ed</u> Saima Joslin Sarah Rachel Jinelle Ankita</p> <p><u>FYB.Ed</u> Suzan Madhulica Shantala Prema Bilquis Blythe</p>	<p>HOUSE 04:</p> <p><u>SYB.Ed</u> Dhanya Jolina Vanessa. D Shefali Pramila Francina</p> <p><u>FYB.Ed</u> Cliona Princia Saloni Rachel Anjali Sheba</p>	<p>HOUSE 12:</p> <p><u>SYB.Ed</u> Taha Nevil Sharal Robinson Bazela Littey</p> <p><u>FYB.Ed</u> Ronica Snovia Olisa Neumal Aldina Rhea Nilseema</p>	<p>HOUSE 07:</p> <p><u>SYB.Ed</u> Alsona Chantelle Sania Nicole Demmi Risal Gracy</p> <p><u>FYB.Ed</u> Twinkle Jesslyn Akshaya Sukanya Daris Shreshtha</p>

BUDDY SYSTEM SY AND FY WITH FACULTY IN CHARGE ALLOTMENT

COMMUNITY WORK – BUDDY SYSTEM GROUPING 2021

20 MARKS

House No.	F.Y.B.Ed.	S.Y.B.Ed.	TOTAL	STAFF
5 LMS GROUP 1	SUZAN MADHULICA SHANTALA PRERNA BILQUIS BLYTHE	SAIMA JOSLIN SARAH RACHEL JINELLE ANKITA	12	SP
4 LMS GROUP 2	CLIONA PRINCIA SALONI RACHEL ANJALI SHEBA	DHANYA JOLINA VANESSA SHEFALI PRAMILA FRANCINA	12	GS
7 LMS GROUP 3	TWINKLE JESSLYN AKSHAYA SUKANYA DARIS SHRESHTHA	CHANTELLE SANIA NICOLE DEMMI ALSONA RISAL ESTHER	13	PS
16 LMS GROUP 4	CYRUS MALVIKA AKHILESH RENITA DANIELLA REMY	KUNJAN NISHA REVATI CLARIS SOPHIYA CANDIDA	12	NK

COMMUNITY WORK – BUDDY SYSTEM GROUPING 2021

20 MARKS

House No.	F.Y.B.Ed.	S.Y.B.Ed.	TOTAL	STAFF
9 LMS GROUP 5	CHANTELLE LEONA DEEPIKA PATRISIA ANDREA RACHAEL REMY	RENITA JOANN CHRISTALINA MARILYN DAYA RASHIDA	12	VS
10 LMS GROUP 6	ABIGAIL SAARANG URUSA BONITA NAKIYA ARWA	THRESIA ADELAIDE CATHIA VANESSA PRABHA JANHAVI	12	EP
11 LMS GROUP 7	VIPINCHANDRA LESTER LARRISA SANCIA FATIMA DRIHSYA MANISH RAM	BUSHRA SANA KHUSHBOO STEFFY SAHEEL WASIM	13	BT
12 LMS GROUP 8	RONICA SNOVIA OLISA NEUMAL ALDINA RHEA NILSEEMA	TAHA ROBINSON NEVIL SHARAL LITTEY BAZELA	13	KC

RECORDS FOR COMMUNITY WORK

Students are expected to maintain the following records

1. Student's daily record with self-reflection
2. Pictorial evidences
3. Samples of the work done- lesson plans and creative work, recordings of the sessions taken
4. Overall reflection

All records to be uploaded on the Community work Learning Management System (LMS) of the respective staff-in-charge allotted to you.

MARKSHEET FOR COMMUNITY WORK (FY)

**ST. XAVIER'S INSTITUTE OF EDUCATION
COMMUNITY WORK**

FY B.Ed. 2020-2021

DATES : 15th March 2021-19th March 2021

NAME OF THE CENTRE : SNEHASADAN

CENTRE No. : _____

ROLL NO.	NAME OF THE STUDENT	PLANNING	USE OF EFFECTIVE TEACHING LEARNING MATERIALS & TEACHING ABILITY DISPLAYED AT THE CENTRE – ACADEMIC, SOCIAL AND VOCATIONAL SKILLS	REFLECTIVE JOURNAL DAILY RECORD SHEET + FINAL SELF REFLECTIVE SHEET	ASSEMBLY CONTRIBUTION	TOTAL MARKS OBTAINED OUT OF 20
		2 MARKS	10 MARKS	5 MARKS	3 MARKS	20 MARKS

Name of the staff-in-charge: _____

MARKSHEET FOR COMMUNITY WORK (SY)

**ST. XAVIER'S INSTITUTE OF EDUCATION
COMMUNITY WORK**

SY. B.Ed. 2020-2021

DATES : 15TH MARCH - 19TH MARCH 2020

NAME OF THE CENTRE : SNEHASADAN

CENTRE No. : _____

ROLL NO.	NAME OF THE STUDENT	PLANNING	USE OF EFFECTIVE TEACHING LEARNING MATERIALS & TEACHING ABILITY DISPLAYED AT THE CENTRE – ACADEMIC, SOCIAL AND VOCATIONAL SKILLS	REFLECTIVE JOURNAL DAILY RECORD SHEET + FINAL SELF REFLECTIVE SHEET	ASSEMBLY CONTRIBUTION	TOTAL MARKS OBTAINED OUT OF 20
		2 MARKS	10 MARKS	5 MARKS	3 MARKS	20 MARKS

Name of the staff -in-charge : _____

STUDENTS' DAILY RECORD

STUDENTS' DAILY RECORD SHEET : COMMUNITY WORK

NAME OF THE STUDENT:

NAME OF THE CENTRE:

DATE:

TIME OF THE ACTIVITY	DESCRIPTION OF THE ACTIVITY

REFLECTION OF THE DAY:

STAFF-IN-CHARGE:

STUDENTS' SELF-REFLECTION SHEET

STUDENTS ' SELF REFLECTION SHEET
COMMUNITY WORK PROGRAM
2020-2021
F.Y.B.Ed./S.Y.B.Ed.

(TO BE FILLED AFTER THE ENTIRE PROGRAM)

NAME OF THE STUDENT:

NAME OF THE CENTRE:

DURATION OF THE PROGRAM WITH DATES:

NATURE OF THE PROGRAM IN BRIEF:

STUDENTS' SELF-REFLECTION SHEET BASED ON IGNATIAN PEDAGOGICAL PARADIGM (cont.)

Read each question and write after you have reflected thoroughly. Please write in detail.

CONTEXT OF THE COMMUNITY WORK PROGRAM

1. YOUR REFLECTION ON THE SITUATION OF THE INMATES & THE FACILITIES OFFERED BY THE CENTRE.
2. WHAT ARE THE DIFFICULTIES FACED BY THE INMATES AT THE CENTRE?

EXPERIENCE OF THE COMMUNITY WORK PROGRAM

3. WHAT WERE YOUR EFFORTS TO PROVIDE ADEQUATE SERVICE TO THE INMATES ACCORDING TO THEIR NEED?
4. WHAT WERE THE DIFFICULTIES YOU FACED AND HOW DID YOU OVERCOME IT?

REFLECTION -ACTION OF THE COMMUNITY WORK PROGRAM

5. HOW DID THE COMMUNITY ENGAGEMENT AFFECT YOU?
6. WHAT WERE YOUR GAINS IN TERMS OF CONTENT AND TEACHING -LEARNING?
7. WHAT ARE THE STEREOTYPES YOU OBSERVED AND WHAT COULD BE THE MEASURES TO OVERCOME THESE?
8. HOW WILL YOU APPLY THE PRINCIPLES AND PRACTICES USED IN THE PROGRAM IN YOUR TEACHING-LEARNING PROCESS?

EVALUATION OF THE COMMUNITY WORK PROGRAM

9. HOW DO YOU THINK THIS EXPERIENCE WOULD HELP YOU IN FUTURE?
10. DO YOU THINK COMMUNITY WORK MUST BE AN INTEGRAL PART OF THE EDUCATION SYSTEM? IF YES WHY?

SIGNATURE OF THE STAFF

EVIDENCES OF THE WORK DONE

Kindly include pictorial evidences of all the samples of creative work, actual lesson plans, recordings of the activity can be uploaded as a group.

The evidences must be properly labelled. The time and date must be included for all the evidences.

EVIDENCES OF LAST YEAR



TO SUMMARISE



Serving with love

BEING MEN AND WOMEN FOR OTHERS....