



To be the epitome of humanity



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE

(RECOGNISED BY NCTE & AFFILIATED TO THE UNIVERSITY OF CALICUT)

NAAC ACCREDITED B++ GRADE & KIRF RANK BAND-1

Alathur P O, Palakkad- 678541 Kerala



INTERNATIONAL PROJECT

**COLLABORATIVE ONLINE INTERNATIONAL LEARNING
(COIL)**

**IN TEACHER EDUCATION: EXPLORING INDIAN AND
CATALAN EDUCATIONAL CONTEXTS**

(for the academic session 2025-2026)



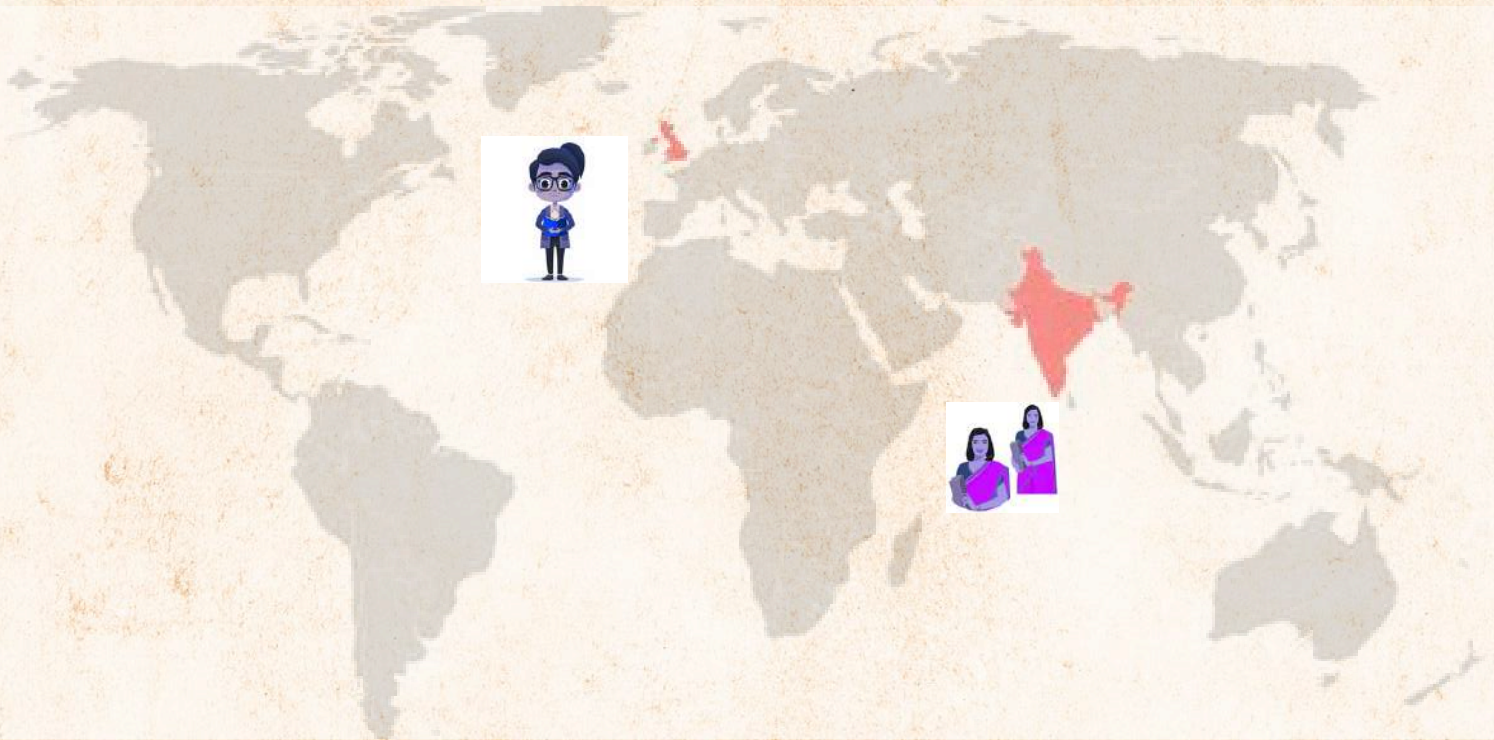
in collaboration with

The University of Girona (Catalonia, Spain)

the outcome of

The Memorandum of Understanding (MoU)

Ms Ramuni Paniker Trust, Barcelona, Spain



Foster intercultural competence by encouraging students to engage with diverse educational and cultural perspectives through collaborative international learning by comparing and discussing educational systems, classroom methodologies, and teacher roles across cultures.

INTERNATIONAL PROJECT

PROJECT TITLE

**COLLABORATIVE ONLINE INTERNATIONAL LEARNING (COIL)
IN TEACHER EDUCATION: EXPLORING INDIAN AND CATALAN EDUCATIONAL CONTEXTS**

**ACADEMIC SESSION
2025 - 2026**

INTRODUCTION

In the context of globalization and rapid technological advancement, higher education institutions are increasingly called upon to prepare students for participation in a diverse and interconnected world. Collaborative Online International Learning (COIL) has emerged as a pedagogical innovation that addresses this imperative by embedding international collaboration and intercultural exchange within the academic curriculum. By connecting classrooms across geographical boundaries through structured online engagement, COIL promotes global awareness, intercultural competence, and collaborative problem-solving skills among learners.

This initiative, jointly undertaken by BSS B.Ed Training College, Alathur (India) and the Facultat d'Educació i Psicologia, University of Girona (Catalonia, Spain), exemplifies the potential of COIL to enrich teacher education. Through virtual collaboration, pre-service teachers engage in co-designed learning experiences that foster understanding of educational and cultural contexts while enhancing digital literacy, communication, and reflective practice.

Aligned with contemporary pedagogical paradigms that prioritize active, experiential, and student-centered learning, this project situates collaboration as both a process and a goal. By integrating COIL into teacher training, the initiative not only broadens academic horizons but also cultivates adaptability, empathy, and global-mindedness—qualities indispensable for educators in the twenty-first century.

INTERNATIONAL PROJECT

PROJECT TITLE

COLLABORATIVE ONLINE INTERNATIONAL LEARNING (COIL) IN TEACHER EDUCATION: EXPLORING INDIAN AND CATALAN EDUCATIONAL CONTEXTS

ACADEMIC SESSION
2025 - 2026

PREFACE

The international project “Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts” represents a significant milestone in advancing global collaboration in teacher education. In an increasingly interconnected educational landscape, COIL serves as an innovative platform that bridges geographical and cultural boundaries through structured online interaction.

This initiative, jointly undertaken by BSS B.Ed Training College, Alathur (India) and the Facultat d’Educació i Psicologia, University of Girona (Catalonia, Spain), aims to cultivate intercultural competence, global awareness, and collaborative learning among pre-service teachers. Through this partnership, learners and educators engage in reflective dialogue, exchange pedagogical practices, and co-create knowledge that transcends local contexts.

The international project underscores the transformative role of technology in internationalizing education, enhancing digital literacy, and preparing future educators to thrive in diverse classrooms. It is our sincere hope that this collaboration will inspire similar cross-border engagements and contribute meaningfully to the ongoing discourse on innovation in teacher education.

Mr.Charles F

Project Head

Assistant Professor in General Education
BSS B.Ed Training College, Alathur.



Ms.Salabha B

Project Technical Coordinator

Assistant Professor in ICT Education
BSS B.Ed Training College, Alathur.



INTERNATIONAL PROJECT

PROJECT TITLE

COLLABORATIVE ONLINE INTERNATIONAL LEARNING (COIL) IN TEACHER EDUCATION: EXPLORING INDIAN AND CATALAN EDUCATIONAL CONTEXTS

ACADEMIC SESSION
2025 - 2026

ACKNOWLEDGEMENT



Dr. K. S. Balambika, Principal
BSS B. Education Training College, Alathur

It gives me immense pleasure to acknowledge the successful implementation of the Collaborative Online International Learning (COIL) in Teacher Education project undertaken jointly by BSS B.Ed Training College, Alathur and the Facultat d'Educació i Psicologia, University of Girona, Catalonia, Spain. This initiative reflects our institution's continued commitment to fostering global perspectives, enhancing intercultural understanding, and preparing our student-teachers to meet the evolving demands of the international educational landscape.

I extend my wholehearted appreciation to Mr. Charles F., Project Head, and Ms. Salabha, Project Technical Coordinator, for their dedicated leadership, meticulous planning, and unwavering efforts in ensuring the smooth execution of this international collaboration. Their commitment to academic excellence and innovation has played a pivotal role in shaping the success of this initiative.

My sincere gratitude also goes to Ms Ramuni Paniker Trust, Dr. Karo Kunde and the team from the University of Girona for their collaborative spirit, academic synergy, and support throughout the project. Their valuable contributions have enriched the learning experience of our students and strengthened our institutional partnership.

I also take this opportunity to acknowledge the enthusiasm, participation, and openness of the pre-service teachers from both institutions. Their willingness to engage in meaningful dialogue, exchange cultural and pedagogical insights, and collaborate across borders stands as a testament to the transformative potential of COIL.

This international project marks an important milestone in our journey toward internationalizing teacher education. I look forward to continued collaborations that further broaden our academic horizons and contribute to the preparation of globally competent educators.

INTERNATIONAL PROJECT

PROJECT TITLE

COLLABORATIVE ONLINE INTERNATIONAL LEARNING (COIL)
IN TEACHER EDUCATION: EXPLORING INDIAN AND CATALAN EDUCATIONAL CONTEXTS

ACADEMIC SESSION
2025 - 2026

ACKNOWLEDGEMENT

We express our heartfelt gratitude to all individuals and institutions who contributed to the successful realization of this COIL initiative. Our sincere gratitude to our Principal mam Dr.K.S.Balambika who extended scholastic support to us and made us successful coordinators to this international project.

Our deepest appreciation goes to the Ramuni Paniker Trust and Dr. Karo Kunde, Faculty of Education and Psychology, University of Girona, for the collaborative spirit and academic partnership that made this project possible.

We extend our sincere thanks to the management and faculty of BSS B.Ed Training College, Alathur, for their encouragement, institutional support, and commitment to fostering international engagement. We are also grateful to the students of both institutions, whose enthusiasm, creativity, and openness enriched every stage of this intercultural exchange.

Special thanks are due to the technical support teams and coordinators who ensured the seamless execution of online activities. Their dedication was instrumental in bridging distances and maintaining communication throughout the collaboration.

Finally, we acknowledge all who share the vision of global learning and continue to promote inclusive, accessible, and innovative educational practices across borders.

Mr.Charles F

Project Head

Assistant Professor in General Education
BSS B.Ed Training College, Alathur.



Ms.Salabha B

Project Technical Coordinator

Assistant Professor in ICT Education
BSS B.Ed Training College, Alathur.



To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



COIL PROJECT 2025 TIME LINE

Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
(for the academic year 2025-2026)



COIL 2025

ALATHUR, PALAKKAD, KERALA, INDIA.

INDEX OF PROJECT REPORT

Sl.No	Content
1	Symposium-1 on the International Project confirmation on 3 rd July, 2025.
2	Symposium-2 on the confirmation of project titles, duration, sessions and outcomes on 16 th September, 2025.
3	COIL - Brief Description
4	COIL - Methodology
5	COIL - Learning Objectives
6	COIL - Lesson Plan
7	COIL - Synchronous Sessions
8	COIL - Asynchronous Sessions
9	COIL - Platform for the Synchronous Meetings
10	COIL - Topics of the International Project
11	COIL - Video Presentation Guidelines
12	COIL - Assessment Rubric for the Video Presentation
13	Official inauguration of the international project on 23 rd September, 2025.
14	Orientation on the COIL International project on 24 th September, 2025.
15	Session-1 - Schedule - Report on Session-1 on 30th September, 2025
16	Session-2 - Schedule - Report on Session-2 on 7th October, 2025
17	Session-3 - Schedule - Report on Session-3 on 14th October, 2025
18	Session-4 - Schedule - Report on Session-4 on 21st October, 2025
19	Closure Meeting - Schedule - Report on Closure Meeting on 18th November, 2025
20	Conclusion
21	Future Scope and Recommendations
22	Annexure-1: The International Project Guidelines
23	Annexure-2: Feedback on the International Project
24	Annexure-3: Links to the International Project Video Presentations

To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B Ed TRAINING COLLEGE

NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



PAGE-1

SYMPOSIUM ON

COLLABORATIVE ONLINE INTERNATIONAL LEARNING (COIL)
IN TEACHER EDUCATION: EXPLORING INDIAN AND CATALAN EDUCATIONAL CONTEXTS

ABOUT COIL

Collaborative Online International Learning (COIL) responds to this need by integrating international collaboration into the curriculum. It enables students and educators from different countries to engage in co-designed, co-led projects through structured online interaction.

COIL initiative jointly undertaken by students from BSS B.Ed Training College (Alathur, India) and the University of Girona (Catalonia, Spain).

Through this process, students not only deepen their understanding of the subject matter but also develop essential transversal skills such as cultural awareness and sensitivity, adaptability, empathy, recognition of cultural differences, communication strategies, and self-awareness.

ABOUT COIL 2025-2026

This International Project is continuing for the second academic year preceded the academic year 2024-2025 where our student-teachers gained knowledge in tune with the objectives of the Memorandum of Understanding (MoU) between the Institutions.

In continuation of the quality Initiative, the International Project is proposed to commence for the academic year 2025-2026 and the formal symposium was held on 3rd June 2025.



ALATHUR, PALAKKAD, KERALA, INDIA.

To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B Ed TRAINING COLLEGE

NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



PAGE-2

JUNE 2025

VOLUME I-2025

SYMPOSIUM ON

COLLABORATIVE ONLINE INTERNATIONAL LEARNING (COIL) IN TEACHER EDUCATION: EXPLORING INDIAN AND CATALAN EDUCATIONAL CONTEXTS



Dr.K.S.Balambika

Principal, Brahmananda Swamy Sivayogi (BSS) B.Ed Training College, Alathur, Kerala, India.

Our Principal also the Convenor of the Collaborative Online International Learning (COIL) Project, Indian Chapter addressed the dignitaries from Ramuni Paniker Trust, Barcelona, Spain, and the co-ordinator of the International Project, Mr.Charles F, Assistant Professor, BSS B.Ed Training College. Besides mam highlighted the great vision and mission of the institution as well as the success of the 2024-2025 International Project and conveyed prayers and wishes for the success of the project for the academic year 2025-2026.



Ms Maria Pelach Paniker

Vice-chairperson, Ramuni Paniker Trust, Barcelona, Spain

The one of the convenors of the Collaborative Online International Learning (COIL) Project, Spain Chapter facilitated addressed the successes of the 2024-2025 Collaboration and voiced out the proposal of the International Project for the academic year 2025-2026.



Mr.Albert Pelach

Secretary, Ramuni Paniker Trust, Barcelona, Spain

The one of the convenors of the Collaborative Online International Learning (COIL) Project, Spain Chapter introduced the co-ordinator of the project Ms.Karo Kunde, Faculty of Education, University of Girona and Ms.Alexa, Faculty of Education, University of Girona. Mr.Albert Pelach enumerated the fundamentals of the International Project for the academic year 2025-2026.

ALATHUR, PALAKKAD, KERALA, INDIA.

To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B Ed TRAINING COLLEGE

NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



PAGE-3

SYMPOSIUM ON

COLLABORATIVE ONLINE INTERNATIONAL LEARNING (COIL)
IN TEACHER EDUCATION: EXPLORING INDIAN AND CATALAN EDUCATIONAL CONTEXTS

Discussions

Decisions

- Groups and Sub-groups** It was decided two large groups:
BSS B.Ed. Alathur
 - (1) Batch 2 (new incoming students -about 53 students)
 - (2) Batch 1 (students who already participated in project 24/25 -about 53)**FEP Girona:**
 - (1) students of “infantil and primaria” -about 55 students
 - (2) students of “primaria” -about 80 students.
- Group Meetings** It was decided to have online meetings during four consecutive weeks, as follows:
Group 1: meeting on **Tuesdays:** 10:00-11:00 AM (CET) / 1.30-2.30 PM (IST)
September 30th, October 7th, October 14th and October 21st

Group 2* (A) meeting on **Wednesdays:** 10:00-11:00 AM (CET) / 1.30-2.30 PM (IST)
October 1st, October 8th, October 15th and October 22nd

Group 2* (B) meeting on **Thursdays:** 10:00-11:00 AM (CET) / 1.30-2.30 PM (IST)
October 2nd, October 9th, October 16th and October 23rd.

(* **Group 2** online sessions will be divided, about 6 sub-groups on Wednesdays (A) and the rest on Thursdays (B).
- In-charges** Project leader at BSS B.Ed: Mr. Charles
Project leader at FEP: Ms. Karo Kunde
Ramuni Paniker Trust: Albert Pèlach and Maria del Mar Pèlach,

To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B Ed TRAINING COLLEGE

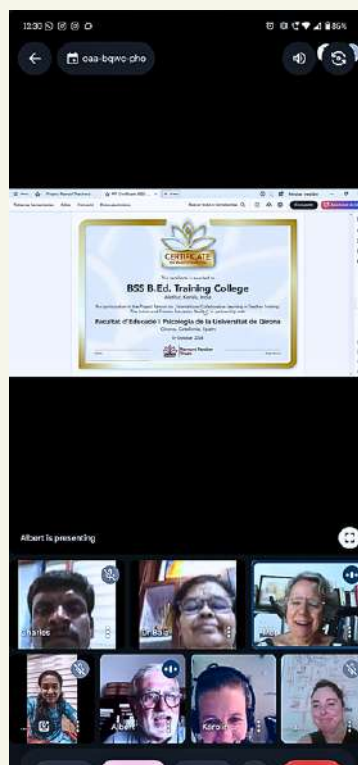
NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



PAGE-4

SYMPOSIUM ON COLLABORATIVE ONLINE INTERNATIONAL LEARNING (COIL) IN TEACHER EDUCATION: EXPLORING INDIAN AND CATALAN EDUCATIONAL CONTEXTS

PHOTO GALLERY



ALATHUR, PALAKKAD, KERALA, INDIA.

To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



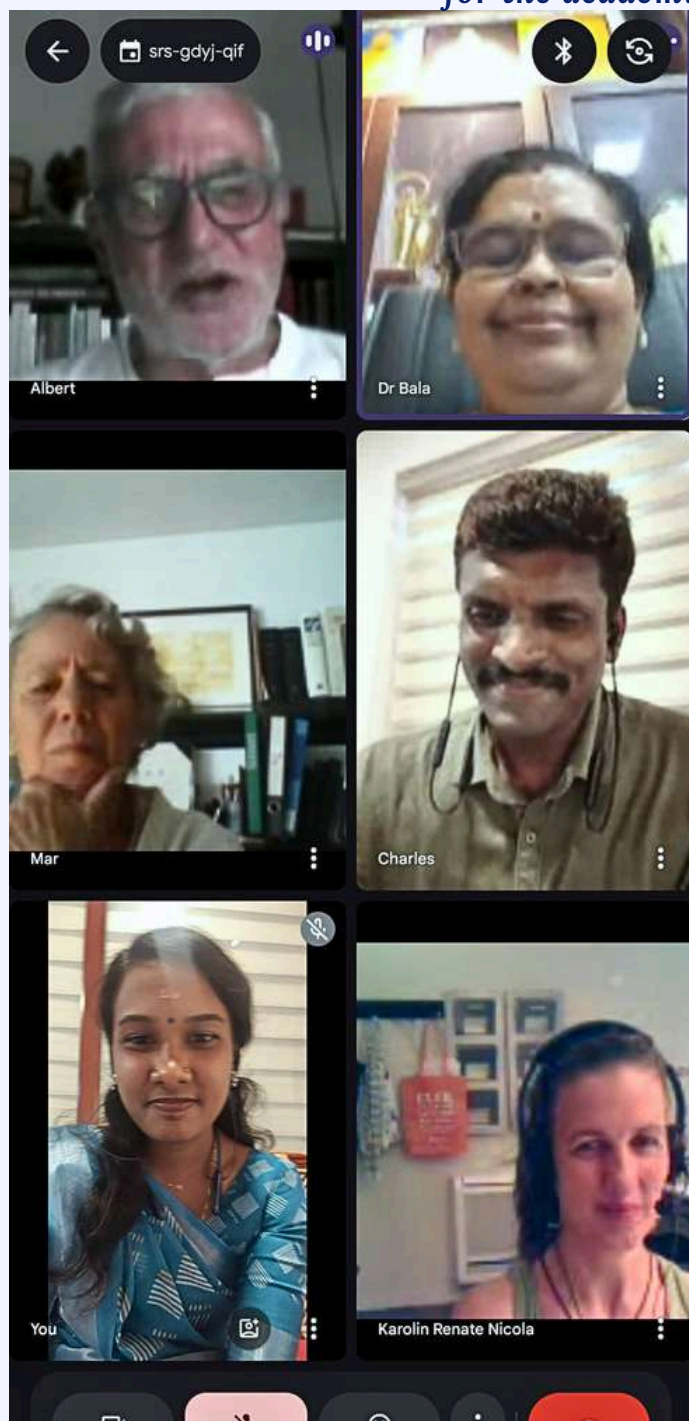
September 2025
Vol I

IQAC NEWSLETTER SYMPOSIUM ON COIL 2025-2026

Page 1

SYMPOSIUM ON

**Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
(Second Meeting on 16.09.2025)
for the academic year 2025-2026**



ABOUT COIL

Collaborative Online International Learning (COIL) responds to this need by integrating international collaboration into the curriculum. It enables students and educators from different countries to engage in co-designed, co-led projects through structured online interaction.

COIL initiative jointly undertaken by students from BSS B.Ed Training College (Alathur, India) and the University of Girona (Catalonia, Spain).

Through this process, students not only deepen their understanding of the subject matter but also develop essential transversal skills such as cultural awareness and sensitivity, adaptability, empathy, recognition of cultural differences, communication strategies, and self-awareness.

ABOUT COIL 2025-2026

This International Project is continuing for the second academic year preceded the academic year 2024-2025 where our student-teachers gained knowledge in tune with the objectives of the Memorandum of Understanding (MoU) between the Institutions.

In continuation of the quality Initiative, the International Project is proposed to commence for the academic year 2025-2026 and the formal symposium was held on 3rd June 2025.

ABOUT COIL SECOND MEETING

The Second Meeting of the COIL Project was held on 16th September, 2025 with all the heads and project co-ordinators at 12:30pm IST. The core agenda of the meeting was to finalize the size of the larger groups, timings of the sessions and confirmation of the topics selected.

The meeting was concluded at 01:20pm IST with enough fruitful discussions and decisions.

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



September 2025
Vol I

IQAC NEWSLETTER SYMPOSIUM ON COIL 2025-2026

Page 2

Major Discussions and Decisions (Second Meeting on 16.09.2025)

Meeting commenced with greetings and review of previous meeting held on 3rd June, 2025 by Dr.K.S.Balambika, Principal, BSS B.Ed Training College, Alathur, Kerala, India, Mr.Albert Pelach, Secretary, Ramuni Paniker Trust, Barcelona, Spain and Ms Maria Pelach Paniker, Vice-chairperson, Ramuni Paniker Trust, Barcelona, Spain. All the head of the International Project welcomed the co-ordinators of the project Dra. Karo Kunde,rofessora Lectora Serra Húnter, Departament de Didàctiques Específiques, Universitat de Girona and Mr.Charles F, Assistant Professor in General Education, BSS B.Ed Training College, Alathur, Kerala, India and shared their happiness towards the project for the academic year 2025-2026.

Disussion-1: Population of the Project

It was decided to have 52 student-teachers of the 2025-2027 batch as batch 2 in the large Group-1 and minimum of 30 volunteers from 2024-2026 batch student-teachers as batch 1 in the large Group-2. Hence, the batch 1 students of BSS are under school internship, it was further decided to finalize the volunteers within a short time.

Disussion-2: Titles of the Project

It was decided to continue the 12 topics of the previous year's project for the batch 2 in the large Group-1 and approve the new 8 topics for the batch 1 in the large Group-2.

Disussion-3: Timings of the Project Sessions

It was decided to have project sessions at 01:30pm to 02:30pm IST for the large Group-1. Besides, it was discussed and yet to be finalized the project sessions for the large Group-2 either at 01:30pm to 02:30pm IST or 07:00pm to 08:00pm IST.

Disussion-4: Platform for the project sessions

It was decided to use Google Meet as the project sessions' platform.

Disussion-5: Dates of the project sessions

It was decided to commence the project sessions from 30th September, 2025. Tuesdays for Group-1 and Wednesday & Thursday for the Group-2.



To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



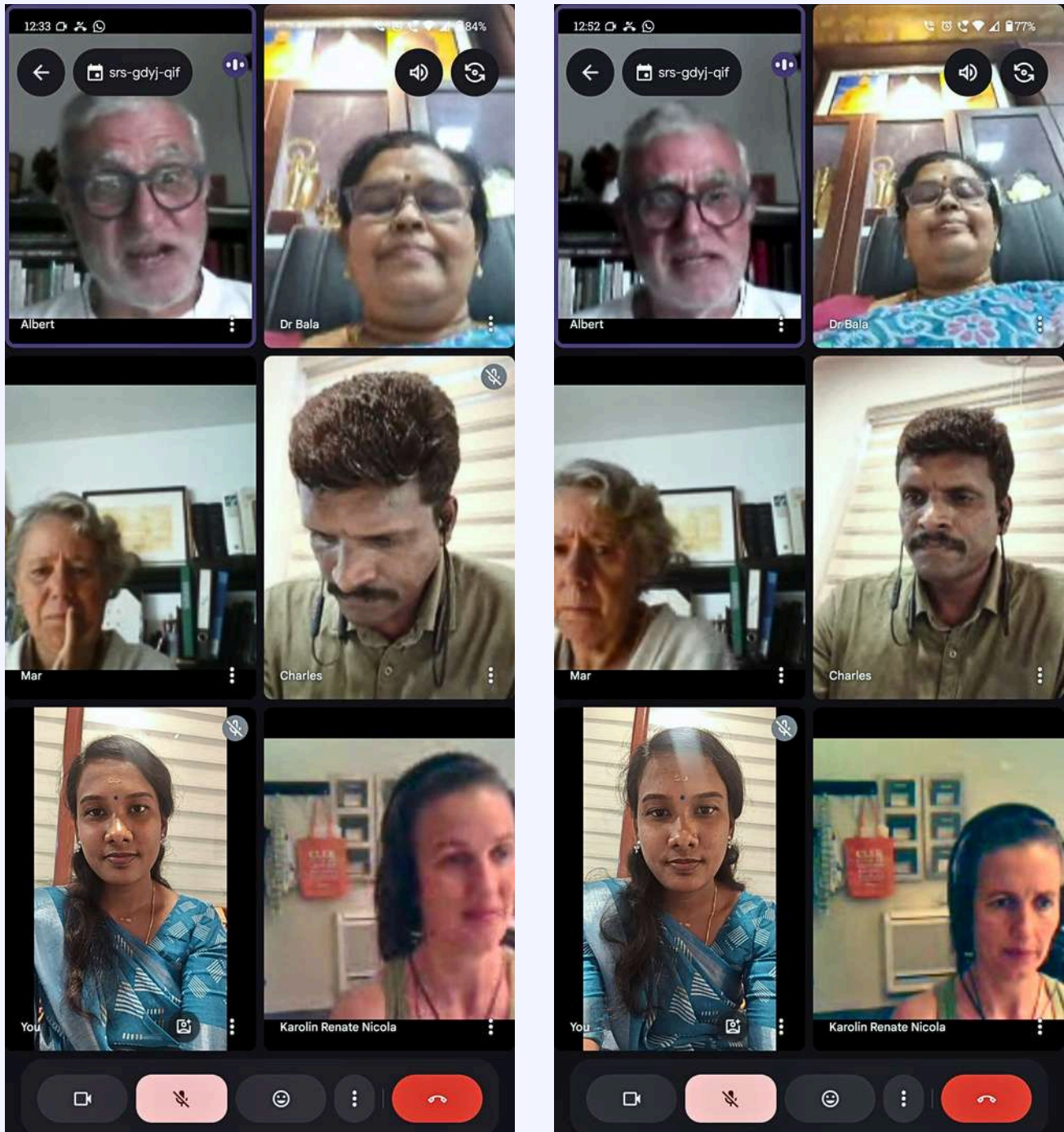
September 2025
Vol I

IQAC NEWSLETTER SYMPOSIUM ON COIL 2025-2026

Page 3

Major Discussions and Decisions
(Second Meeting on 16.09.2025)

PHOTO GALLERY



Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts

Brief description

In today's increasingly interconnected world, fostering global awareness, intercultural competence, and collaborative skills within higher education is more crucial than ever. Collaborative Online International Learning (COIL) responds to this need by integrating international collaboration into the curriculum. It enables students and educators from different countries to engage in co-designed, co-led projects through structured online interaction (Hackett et al., 2024).

COIL is an innovative way that offers students the opportunity to gain meaningful intercultural experiences without the financial or time burdens often associated with physical mobility programs. As such, it represents an inclusive and accessible approach to international education. By connecting learners across geographical and cultural boundaries, COIL supports the development of a global learning community. It encourages contextualized learning through engagement with real-world challenges and peer collaboration (Rakhma, 2024).

Beyond intercultural exchange, COIL also enhances digital literacy and communication skills among both students and educators. Furthermore, it fosters the creation of international networks that may prove valuable in future academic or professional contexts.

This proposal outlines a COIL initiative jointly undertaken by students from BSS B.Ed Training College (Alathur, India) and the University of Girona (Catalonia, Spain). Over the course of one month, participating students collaborate weekly in international teams to prepare a video presentation on a topic related to educational or cultural dimensions in pre-service teacher training. Through this process, students not only deepen their understanding of the subject matter but also develop essential transversal skills such as cultural awareness and sensitivity, adaptability, empathy, recognition of cultural differences, communication strategies, and self-awareness.

Aligned with recent pedagogical trends prioritizing how students learn over what they learn (Kučerová, 2023), this initiative places a strong focus on interactive, experiential, and collaborative learning. By integrating COIL into teacher training, the project aims to enrich educational practices while equipping future educators with the tools to thrive in a globalized teaching environment.

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts

Methodology

The project is organized around four weekly synchronous online sessions, complemented by asynchronous group work. The first session serves as an icebreaker, helping students build rapport and establish trust within their international teams. The following meetings are focused on the planning and creation of a joint video presentation on a topic relevant to pre-service teacher training. Between live sessions, students collaborate asynchronously using digital tools to advance their project. This structure supports flexibility while fostering teamwork and digital communication skills. Educators from both institutions guide the process, facilitating discussions and supporting group dynamics as needed.

Learning objectives

- Foster intercultural competence by encouraging students to engage with diverse educational and cultural perspectives through collaborative international learning.
- Enhance English language proficiency, both oral and written, by engaging students in structured, formal communication tasks related to the development of an educational presentation.
- Develop strategies and pedagogical resources for supporting language acquisition in multilingual and multicultural classroom settings.
- Promote critical reading and reflection through the analysis and discussion of texts relevant to education and intercultural learning.
- Encourage reflection on teaching practices by comparing and discussing educational systems, classroom methodologies, and teacher roles across cultures.

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts

Lesson plan

The COIL project is structured over four weekly synchronous sessions, supported by asynchronous preparation and communication. Students from both institutions collaborate in international groups of 8–10 participants, with 4–5 students from each university. Prior to the first session, students select one of the proposed topics, thereby forming their working groups based on shared interests.

Participants are expected to prepare in advance for each session to ensure meaningful and productive interaction.

SYNCHRONOUS SESSIONS

- Session 1: Icebreaker and Planning

Outcomes: Establish interpersonal connections and lay the foundation for intercultural collaboration.

- Session 2: Sharing Initial Perspectives

Outcomes: Explore the topic through personal, cultural, and contextual lenses.

- Session 3: Critical Discussion and Structuring Content

Outcomes: Engage in a grounded, academic discussion informed by relevant literature.

- Session 4: Video Production and Final Coordination

Outcomes: Finalize content and produce a collaborative video presentation.

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts

ASYNCHRONOUS SESSIONS

Reflections, planning, working proposals and other forms of collaboration are expected to be continued through asynchronous communication.

In particular, the video production process will take place during these asynchronous exchanges.

Platform for the Synchronous Meetings

For the first meeting—which includes an initial plenary session with all students, followed by small-group sessions—we propose using Microsoft Teams. One shared virtual main classroom will be set up for the full group, along with 12 separate breakout rooms, one for each working group.

Students are welcome to continue using these Teams rooms for subsequent meetings. However, they may also choose to use other platforms if technical issues arise or if another tool is more convenient for the group. In such cases, the choice of platform should be communicated to the coordinating professors, so they can join the meeting and assist with any issues.

If desired, each session can begin with an initial plenary session in the main classroom before transitioning into group-specific work.

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts

Topics

1. Strategies for promoting students' engagements in learning.
2. Strategies for promoting students' motivation in learning.
3. Technology in teacher education
4. Strategies to foster multilingual learning
5. Challenges of learning in multilingual and multicultural contexts
6. The importance of cultural competence in an inclusive environment.
7. Impact of Globalization in our countries that can benefit educational opportunities.
8. Comparison of the assessment practices in both countries
9. Comparison of current educational reforms in both countries
10. Challenges and Opportunities of Future teachers
11. Necessities in pre-service teacher training for multicultural contexts
12. Technology in teacher's professional development

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts

Video presentation guidelines

The video must be a joint effort between students from both institutions and should clearly reflect contributions from all group members. It must be co-created and co-presented by both subgroups (Indian and Catalan students).

The video should:

- Present a theoretical framework relevant to the topic, supported by scholarly sources.
- Integrate cross-cultural comparisons where appropriate, highlighting similarities and differences between the Indian and Catalan educational and/ or cultural contexts.
- Be 15 to 30 minutes in length.
- Be posted on an online platform (e.g., Google Drive, YouTube, Vimeo...) and the link must be submitted to both professors by the deadline.

Students are encouraged to:

- Distribute speaking roles, technical tasks, and content development responsibilities equitably across both subgroups.
- Ensure the final product reflects a balanced intercultural collaboration, not two separate parts edited together.

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts

Assessment Rubric for the Video Presentation

Group	Activity			
	Excellent (9-10)	Good (7-8)	Need improvement (5-6)	Low performance (2-4)
Theoretical framework	Activity explicitly related to specific theory about the chosen topic. Students show a deep knowledge of their topic.	Activity is based on a general theoretical framework, not expanded through the presentation. Students are at ease with the information presented.	Poor theoretical framework, but related to the activity. Students provide some information in the presentation but show lack of confidence.	No theoretical framework or poor theoretical framework linked to the activity. Students show poor knowledge about the topic presented.
Formal aspects: organization, body language, materials, elocution...	The online oral presentation is well-structured. The information provided is clear and effective. The language used to communicate is appropriate to the context or the audience and generates interest. Non-verbal communication efficiently supports the message presenters excel at maintaining the audience's attention through voice control (tone of voice, intonation...). The presentation is fluent, with accurate pronunciation and outstanding use of grammar.	The online oral presentation's structure is correct. The information provided is quite clear and effective. The language used to communicate is appropriate to the context or the audience. Non-verbal communication supports the message and presenters efficiently maintain the audience's attention through voice control (tone of voice, intonation...). The presentation is fluent, with accurate pronunciation and correct use of grammar.	The online oral presentation needs some further adjustments in terms of its structure. The information provided is partly clear and effective. The language used to communicate is not fully appropriate to the context or the audience. Non-verbal communication does partly support the message and presenters struggle to maintain the audience's attention through voice control (tone of voice, intonation...). The presentation is irregular in terms of fluency, accurate pronunciation and use of grammar.	The online oral presentation lacks structure. The information provided is not clear and effective. The language used to communicate is not appropriate to the context or the audience. Non-verbal communication does not support the message and presenters lack to maintain the audience's attention through voice control (tone of voice, intonation...). The presentation lacks fluency and accurate pronunciation and use of grammar in use.
Global features of the online presentation	Presenters show excellent time management in the video. Each member of the group has spoken during the online presentation.	Presenters show efficient time control in the video. Each member of the group has spoken during the online presentation.	Online presenters show some time control. Group misbalance in terms of participation in the online oral presentation by each member of the group.	Online presenters do not show time control. Group misbalance when contributing to the online presentation.
Comments:				Grade

To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



September 2025
Vol I

IQAC NEWSLETTER COIL 2025-2026

Page 1

INAUGURATION of

**Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts**
(for the academic year 2025-2026)
23.09.2025



Alathur, Kerala, India

Jhx4+7rh, Main Rd Alathur, Thrissur, Alathur, Kerala 678541, India
Lat 10.648169° Long 76.557159°

ABOUT COIL

Collaborative Online International Learning (COIL) responds to this need by integrating international collaboration into the curriculum. It enables students and educators from different countries to engage in co-designed, co-led projects through structured online interaction.

COIL initiative jointly undertaken by students from BSS B.Ed Training College (Alathur, India) and the University of Girona (Catalonia, Spain).

Through this process, students not only deepen their understanding of the subject matter but also develop essential transversal skills such as cultural awareness and sensitivity, adaptability, empathy, recognition of cultural differences, communication strategies, and self-awareness.

ABOUT COIL 2025-2026

This International Project is continuing for the second academic year preceded the academic year 2024-2025 where our student-teachers gained knowledge in tune with the objectives of the Memorandum of Understanding (MoU) between the Institutions.

In continuation of the quality Initiative, the International Project is proposed to commence for the academic year 2025-2026 and the formal symposium was held on 3rd June 2025.



Alathur, Kerala, India

Jhx4+7rh, Main Rd Alathur, Thrissur, Alathur, Kerala 678541, India
Lat 10.648169° Long 76.557159°
23/09/2025 10:08 AM GMT +05:30



Alathur, Kerala, India

Jhx4+7rh, Main Rd Alathur, Thrissur, Alathur, Kerala 678541, India
Lat 10.648164° Long 76.557136°
23/09/2025 10:08 AM GMT +05:30

INAUGURATION OF COIL 2025-2026 PROJECT

The COIL Project for the academic year 2025-2026 was officially inaugurated on 23rd September, 2025 by our Principal Dr.K.S.Balambika mam where the the collaborative institution, core objective of the project, methodology and educational benefits were highlighted. The International Project co-ordinators viz Mr.Charles. F, Assistant Professor in General Education and Ms.Salabha B, Assistant Professor in ICT Education were addressed by our Principal mam.

To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



September 2025
Vol I

IQAC NEWSLETTER COIL 2025-2026

Page 1

Orientation

on

Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
(for the academic year 2025-2026)
24.09.2025

ABOUT COIL ORIENTATION

The orientation classes of COIL International Project organized on 24th September, 2025 in Wisdom Hall at 03:00 pm to 04:00 pm. International Project coordinators Mr.Charles F, Assistant Professor in General Education and Ms.Salabha B, Assistant Professor in ICT Education oriented the student-teachers about the following concepts.

- About the Nature of the International Project
- The Collaboration (MoU)
- The Core Objectives of the International Project
- The Methodology of the International Project
- Groups, Members of the International Project
- Titles of the International Project
- Sessions and Timings of the International Project
- Assessment Rubric of the International Project
- Educational Benefits of the International Project
- Digital Ethos
- Supportive systems of the International Project



Photographes showing the orientation classes of the International Project coordinators Mr.Charles F, Assistant Professor in General Education and Ms.Salabha B, Assistant Professor in ICT Education on 24th September, 2025.

vivo T4R

26mm f/1.79 1/33s ISO112
09/24/2025, 15:37

ALATHUR, PALAKKAD, KERALA, INDIA.

To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



September 2025
Vol I

IQAC NEWSLETTER COIL 2025-2026

Page 2

Orientation on Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts PHOTO GALLERY



ALATHUR, PALAKKAD, KERALA, INDIA.

Session 1 Icebreaker and Planning on 30.09.2025

Outcomes: Establish interpersonal connections and lay the foundation for intercultural collaboration.

- Welcome session: Introduction to the project in a shared platform (e.g. teams) for all the students. Afterwards students split up into groups in individual online classrooms (set up previously by the professors).
- They introduce themselves and engage in an icebreaker activity. One recommended activity is “Two Truths and a Lie”, where each student shares three statements about their culture—two true and one false—which peers must identify.
- Group members share personal interests and cultural insights to build rapport.
- Each group discusses and agrees on the preferred means of asynchronous communication (e.g., email, WhatsApp, shared platforms), and exchanges relevant contact information.

To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



COIL 2025 SESSION-1 SCHEDULE

30.09.2025

Tuesday 10:00-11:00 AM (CET) / 1.30-2.30 PM (IST)

SYNCHRONOUS SESSIONS

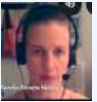
Session 1: Icebreaker and Planning

Outcomes: Establish interpersonal connections and lay the foundation for intercultural collaboration.

Welcome session: Introduction to the project in a shared platform



Welcome Address by Dr.K.S.Balambika, Principal, BSS B.Ed Training College, Alathur, Kerala, India



Welcome Address by Dra.Karo Kumde, Professora Lectora Serra Hunter, Departament de Didactiques, Especificques, Universitat de Girona, Catalonia, Spain.



Briefing the custom of BSS, 'Guruvandanam' (Prayer Song) by Dr.K.S.Balambika, Principal, BSS B.Ed Training College, Alathur, Kerala, India followed by Prayer chanting by our students.

Students split up into groups in individual online classrooms (set up previously by the professors)

- They introduce themselves and engage in an icebreaker activity. One recommended activity is “Two Truths and a Lie”, where each student shares three statements about their culture—two true and one false—which peers must identify.
- Group members share personal interests and cultural insights to build rapport.
- Each group discusses and agrees on the preferred means of asynchronous communication (e.g., email, WhatsApp, shared platforms), and exchanges relevant contact information.



ALATHUR, PALAKKAD, KERALA, INDIA.

To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER COIL 2025-2026

Page 1

**Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
Session-1
on
30.09.2025
(for the academic year 2025-2026)**

About COIL session-1

The synchronous session-1 of the COIL Project was commenced on 30th September, 2025. The session-1 was an icebreaker and planning session with the outcome of establishing interpersonal connections and lay the foundation for intercultural collaboration.

Highlights of the session-1

Guruvandanam (Prayer Song)

The session-1 was commenced with prayer song sung by Fathimathul Thasneema, BSS B.Ed Training College student-teacher.

Welcome Session

Dr.K.S.Balambika, Principal, BSS B.Ed Training College, Alathur, Kerala, India delivered a welcome speech by wishing all the prospective teachers towards the achievement of the International Project followed by explained the conceptual meaning of the Guruvadanam.

Dr.Karolin, Professora Lectora Serra Hunter, Departament de Didactiques, Especificques, Universitat de Girona, Facultat d'Éduccaci delivered a welcome speech and the introduction to the project.

Ms.Alexa, Ms.Salabha and Mr.Charles introduced themselves and shared their wishes as the project co-ordinators of the COIL 2025

After the common platform session, the prospective teachers of total 104 from both the institutions grouped into 12 teams and entered into their respective meet zone for further processes.



To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER COIL 2025-2026

Page 2

Team discussion session

Session-1 on 30.09.2025

The entire strength of 104 prospective teachers divided into 12 sub-groups as listed below.

Sub-group-1

1 - Strategies for promoting
students' engagements in learning.

INDIA

ALISHA S
AMALA JOSEPH
ANATTA VARGHESE
ANJALI O

CATALONIA

CRISTINA BOLANCE
CLÀUDIA BUSTINS
CLÀUDIA BUSQUETS
LÍDIA CODOLÀ

Sub-group-2

2 - Strategies for promoting
students' motivation in learning.

INDIA

ARUL SAIDAS H
MINI V
PREETHY S
RAHNA SHAMEER

CATALONIA

JANA PLA
LAURA ORTEGA
NICOLE SALVÀ
ADRIANA REINA
ISABEL PASTOR

Sub-group-3

3 - Technology in teacher education

INDIA

RAMYA K K
ROHINI A S
SANDRA S
SHARBINA
SHAMSUDHEEN

CATALONIA

BRUNA PERIS
ALINA PI
ANNA TORRENT
ESTEL VILAR

Sub-group-4

4 - Strategies to foster multilingual
learning

INDIA

SREELEKHA P S
VENKITESH S
AKSA T SUDHAN
AMIKA MANOJ T

CATALONIA

MAR COLL
MARIONA
SALAVEDRA
JÚLIA VENTURA
AINA PALLÀS

To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER COIL 2025-2026

Page 3

Team discussion session

Session-1 on 30.09.2025

The entire strength of 104 prospective teachers divided into 12 sub-groups as listed below.

Sub-group-5

5 - Challenges of learning in
multilingual and multicultural contexts

INDIA

ANEESA S
ASHIFA A
ASHNA T S
DEVIKA M

CATALONIA

NÚRIA CASTILLO
NEUS LLOVERA
NEUS PONS
AINA RECODER
NURIA RUBIO

Sub-group-6

6 - The importance of cultural
competence in an inclusive environment.

INDIA

DHEERAJ P
DIVIKA S
FATHIMATHUL THASNEEMA A S
LAKSHMI PRIYA

CATALONIA

NORA NOGUÉ
EVA ROCH
CLAUDIA SANCHEZ
JUDIT OLIVA

Sub-group-7

7 - Impact of Globalization in our countries
that can benefit educational opportunities.

INDIA

LEYA SUSAN MATHEW
NIMMI S NATH
SUHAILA HARIS
SWETHA P G

CATALONIA

SANDRA FRANCH
NIL GARRIDO
MARINA NADAL
CARLA XARGAYÓ

Sub-group-8

8 - Comparison of the assessment
practices in both countries

INDIA

GOPIKA V M
SNEHA R
SNIGDHA G
VINUSREE P V

CATALONIA

EMMA PALAHÍ
CLARA COROMINES
CARLA DOMENECH
LAIA SOLER
AIDA BURGAS

To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER COIL 2025-2026

Page 4

Team discussion session

Session-1 on 30.09.2025

The entire strength of 104 prospective teachers divided into 12 sub-groups as listed below.

Sub-group-9

9 - Comparison of current
educational reforms in both countries

INDIA

AKSHAY S NAIR
AMRITHA V
GAYATHRI P
SHAHIDA SHAHARBAN P

CATALONIA

MARIA MATAS
ESTHER NOGUERA
LAIA VARGAS
CARLA LLACH

Sub-group-10

10 - Challenges and Opportunities of
Future teachers

INDIA

SHAMSEENA M P
SILPA S
SREEYA G
AISWARYA KRISHNA K R

CATALONIA

LAIA MORENO
CLÀUDIA NOGUER
MARINA TORRENT
CLÀUDIA SORS

Sub-group-11

11 - Necessities in pre-service teacher
training for multicultural contexts

INDIA

ANILA J
FATHIMA ROOBY P
KRIPA K
MRUTHULA M
NANDANA VENUGOPAL M
NANDHANA M

CATALONIA

ROSALÍA GONZÁLEZ
XÈNIA SANS
IONA HUETE

Sub-group-12

12 - Technology in teacher's
professional development

INDIA

NANDHANA V
RAHANA A
REVATHI L
RIHANATH A
SHAHANA MOL S
SURYA KRISHNA V

CATALONIA

IRENE DEL AMO
MARIA SERRA
ALEIX CODINA
CLAUDIA GAY
NÚRIA BRUSI

To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER COIL 2025-2026

Page 5

Team discussion session

Session-1 on 30.09.2025

The team wise session was with the project outcomes of Establishing interpersonal connections and lay the foundation for intercultural collaboration.

Both the countries prospective students, introduced themselves with different icebreaker activities followed by shared names, locality, programme doing, personal interests, cultural insights in order to develop good rapport.

Team members discussed about their means of asynchronous communication and exchanged for further carry over of the International Project.

PHOTO

GALLERY



To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1

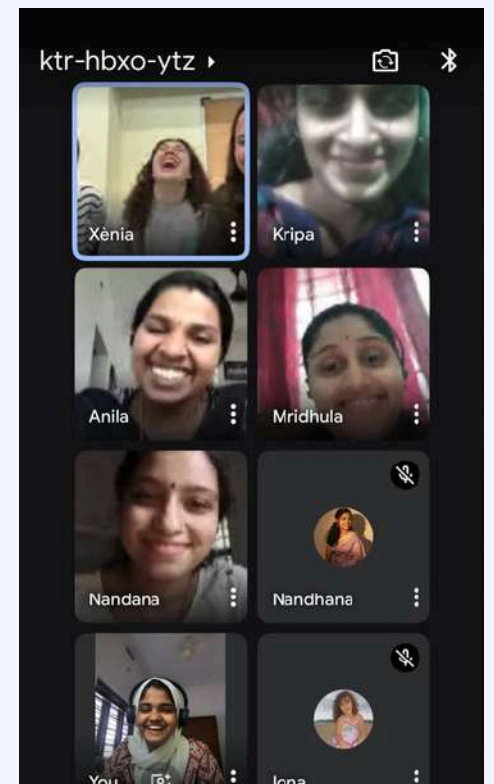
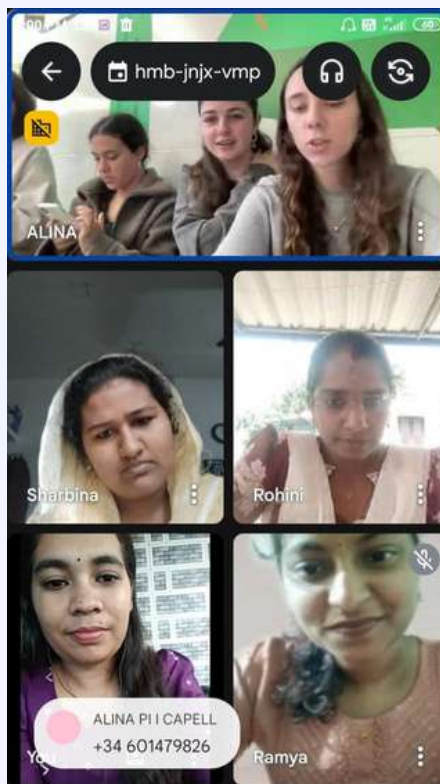
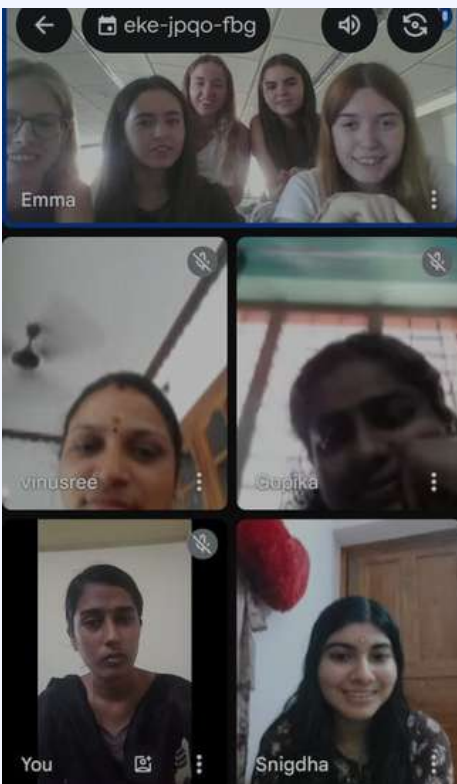
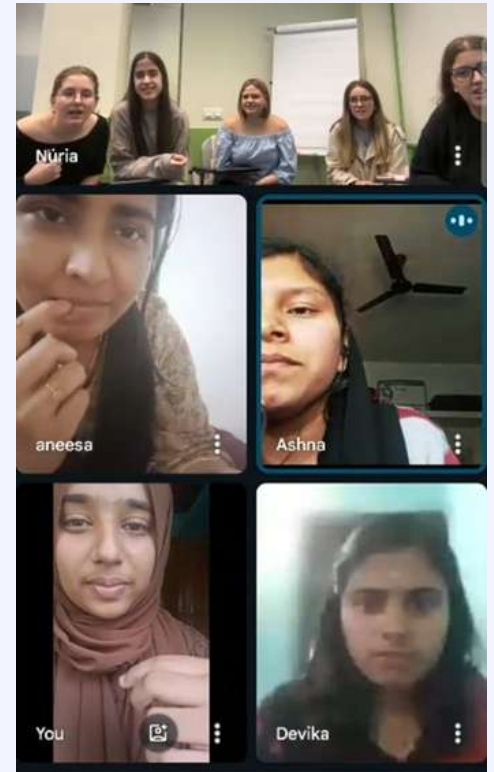
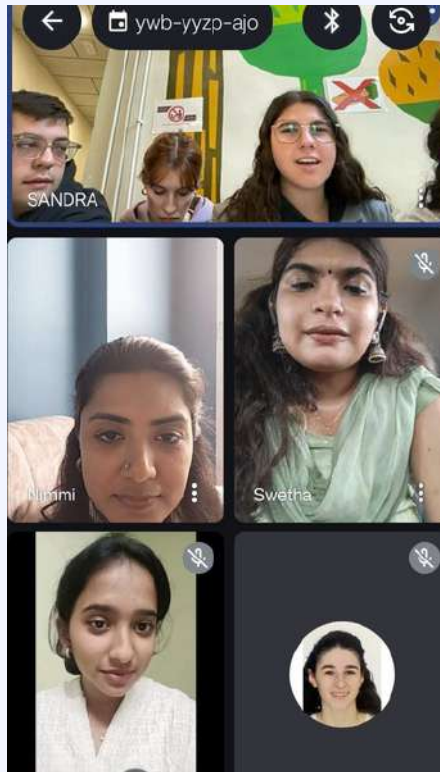
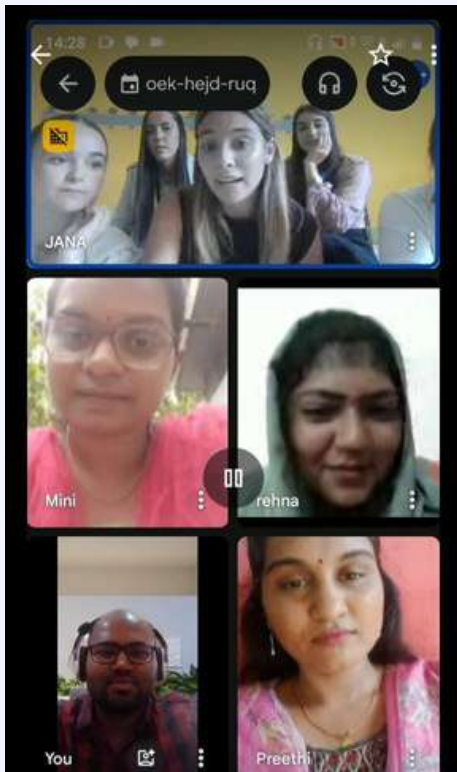


October 2025
Vol 1

IQAC NEWSLETTER COIL 2025-2026

Page 6

Session-1 on 30.09.2025 PHOTO GALLERY



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER COIL 2025-2026

Page 7

Session-1 on 30.09.2025 FEEDBACK

Group 2 has completed the session....it was a great experience..they were so friendly ice breaking was a fun activity...they sang a song for us and we have also sang a song for them 😊 we have created a WhatsApp group also for further communication

2:51 PM

The Spain students were very friendly. It was a nice opportunity sir and ma'am. Thank you for your effort in this project. We had no hesitation in communicating with them, it was very comfortable. ❤️

Edited 2:45 PM

we group 12 firstfall thank you sir and mam its a great opportunity. before the section we very tenssed but after experience change our thoughts they very cool and friendly persons

2:59 PM

it was really good. We actually didn't need the ice breaker session But talked a lot about cultures, traditions and languages. It was a good beginning. And we shared WhatsApp numbers too.

2:51 PM

We felt really comfortable with them sir....we talked about our country, ourselves,our college and all... Also they shared their interests,showed us some pictures...it was fun and interesting...

2:39 PM

It's really nice...we communicated very well that we discussed about several things...Actually the ice breaking session wasn't even needed. But yet we played the game. It was good...So good that the sessions take

Its was a good session they communicated with us friendly. We played game . They asked about our uniform in introduction Video 😊.

It was a good session And we thank you providing us such opportunity 🙏.

2:56 PM



Session 2

Sharing Initial Perspectives

on

07.10.2025

Outcomes: Explore the topic through personal, cultural, and contextual lenses.

- -Students share prior knowledge, personal experiences, and initial thoughts on the chosen topic.
 - Participants present the educational or cultural context of the topic within their respective countries.
 - Groups select articles and distribute tasks for reading and research to prepare for a deeper discussion in the following session.
- 
- 

To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



COIL 2025 SESSION-2 SCHEDULE

07.10.2025

Tuesday 10:00-11:00 AM (CET) / 1.30-2.30 PM (IST)

Session 2: Sharing Initial Perspectives

Outcomes: Explore the topic through personal, cultural, and contextual lenses.

- Students share prior knowledge, personal experiences, and initial thoughts on the chosen topic.
- Participants present the educational or cultural context of the topic within their respective countries.
- Groups select articles and distribute tasks for reading and research to prepare for a deeper discussion in the following session.

PLACES OF SYNCHRONOUS SESSION-2

SUB-GROUP 1	SUB-GROUP 2	SUB-GROUP 3	SUB-GROUP 4
Wisdom Hall	Wisdom Hall	Wisdom Hall	Porch to the Wisdom Hall
SUB-GROUP 5	SUB-GROUP 6	SUB-GROUP 7	SUB-GROUP 8
Porch to the Wisdom Hall	Department of Commerce	Department of English	Department of Mathematics
SUB-GROUP 9	SUB-GROUP 10	SUB-GROUP 11	SUB-GROUP 12
Porch in the First Floor	Porch in the First Floor	Department of Social Science	Department of Physical Science

Note:

- Directly login with your respective sub-group links at the earliest.
- Use any single device for each sub-group
- Use Bluetooth headsets for better performance. (if you have)
- SGLs (Sub-group Leaders) - collect the documentary evidences of session-2 (screenshots/video)

For Assistance

- Ms.Salabha B
- Mr.Charles F

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 1

Collaborative Online International Learning (COIL) **in Teacher Education: Exploring Indian and Catalan Educational Contexts** **Session-2 on 07.10.2025**

About COIL session-2 (for the academic year 2025-2026)

The synchronous session-2 of the COIL Project was commenced on 7th October, 2025. The session-2 was Sharing Initial Perspectives with the outcome of Exploring the topic through personal, cultural, and contextual lenses.

Sub-group-1

1 - Strategies for promoting students' engagements in learning.

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
ALISHA S AMALA JOSEPH ANATTA VARGHESE ANJALI O	CRISTINA BOLANCE CLAUDIA BUSTINS CLAUDIA BUSQUETS LÍDIA CODOLÀ

DISCUSSED:

- Structure and Levels of the Educational System
- We discussed how the educational systems in India and Girona are structured, including the levels of schooling and higher education, and the path to becoming a teacher.
- Subjects, Curriculum & Teacher Education
- Compared subject choices, curriculum approaches, and teacher training methods followed in both countries.
- Learning Materials & Student Engagement
- Shared the different types of learning resources used (textbooks, digital platforms, activity-based tools), and how these help enhance student involvement in learning.
- Cultural Exchange Festivals in Education
- We discussed how schools in both countries celebrate cultural events.
- Special mention was given to *"Teacher's Day in India" celebrated on September 5th* in honor of *Dr. Sarvepalli Radhakrishnan*, to express gratitude and respect towards teachers. This celebration highlights the vital role of teachers in shaping students' futures and building the nation.

SHARED:

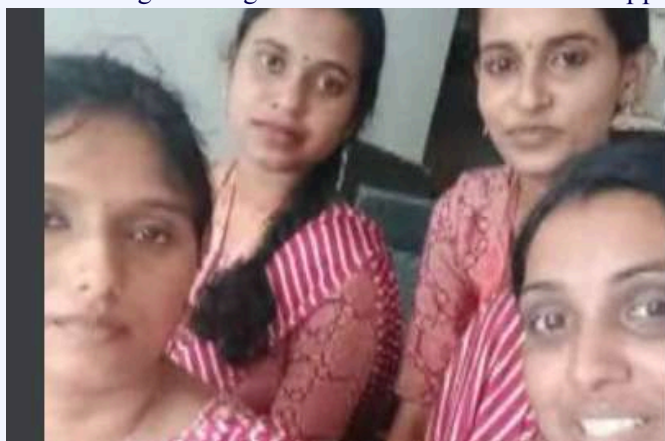
- We shared experiences regarding educational structure, classroom practices, cultural celebrations, and ways to keep students actively engaged through various tools and activities.

HIGHLIGHTS OF THE SESSION:

- The session was interactive and meaningful. Everyone got a chance to share their views, making the learning environment open and friendly.

OUTCOME (LEARNING):

- Gained a broader understanding of how education systems differ and relate across cultures
- Learned the role of culture and festivals like Teacher's Day in school life
- Understood the importance of using varied materials to enhance teaching and learning
- Strengthened global awareness and mutual appreciation of educational practices.



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 2

Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
Session-2 on 07.10.2025
(for the academic year 2025-2026)

Sub-group-2

2 - Strategies for promoting students' motivation in learning.

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
ARUL SAIDAS H MINI V PREETHY S RAHNA SHAMEER	ANA PLA LAURA ORTEGA NICOLE SALVÀ ADRIANA REINA ISABEL PASTOR

DISCUSSED:

- What are the techniques used in catalonia, Spain and in India for motivating the children's learning
- The role of technology in creation of interactive teacher -student environment
- What are all the things that motivated us as a student in our childhood

SHARED:

- Every member was shared their personal experience, point of view, and teaching methods prevailing in the country. A questionnaire was prepared to know the methods and techniques used for students motivation in both the country

HIGHLIGHTS OF THE SESSION:

- Each one of the members of entire group 2 has shared their perspective and suggestions ,able to understand different practices in both the country

OUTCOME (LEARNING):

- The session provide knowledge about the teaching practices in catalonia, Spain . Provided methods and suggestions to adapt more techniques as a student teacher.



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 3

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts Session-2 on 07.10.2025

(for the academic year 2025-2026)

Sub-group-3

3 - Technology in teacher education

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
RAMYA K K ROHINI A S SANDRA S SHARBINA SHAMSUDHEEN	BRUNA PERIS ALINA PI ANNA TORRENT ESTEL VILAR

DISCUSSED:

- The importance of integrating technology in teacher education to improve teaching and learning processes.
- Different digital tools and platforms used in teacher training, such as online classrooms and virtual teaching aids.
- Comparison between how technology is used in Indian and Spanish teacher education systems.

SHARED:

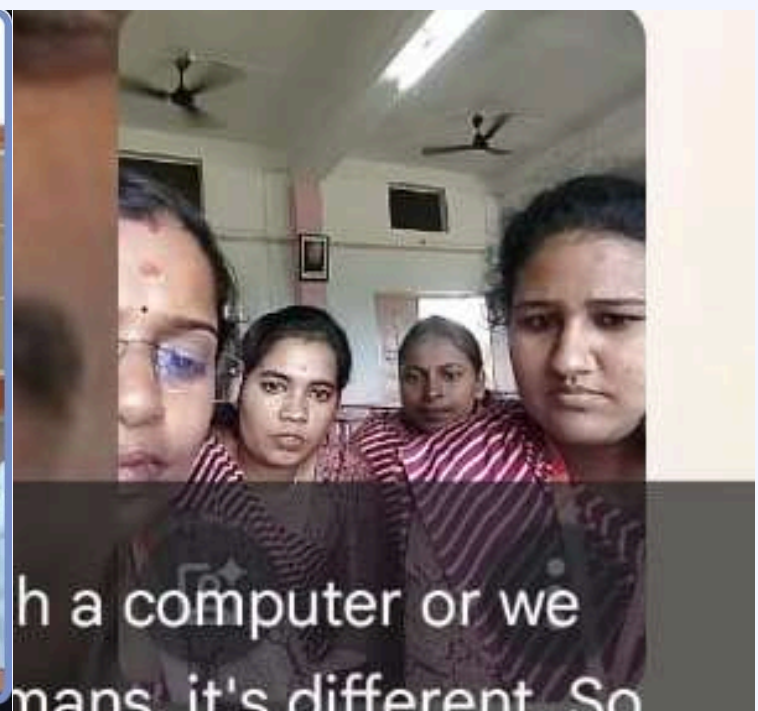
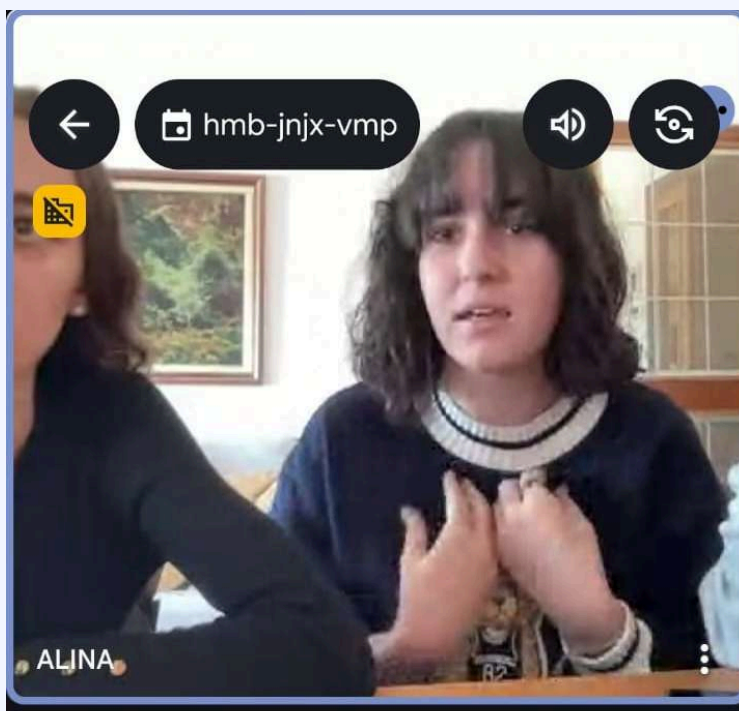
- We shared our views with the Spain participants about how technology supports teacher preparation in India and learned about their experiences using digital platforms in Spain.

HIGHLIGHTS OF THE SESSION:

- The interaction helped us understand global perspectives on technology in education and how cultural and institutional factors shape its use.

OUTCOME (LEARNING):

- We learned that technology enhances collaboration, creativity, and effectiveness in teacher education, and international exchange broadens our understanding of innovative teaching practices.



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 4

Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
Session-2 on 07.10.2025
(for the academic year 2025-2026)

Sub-group-4

4 - Strategies to foster multilingual learning

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
SREELEKHA P S VENKITESH S AKSA T SUDHAN AMIKA MANOJ T	MAR COLL MARIONA SALAVEDRA JÚLIA VENTURA AINA PALLÀS

DISCUSSED:

- We compared the Catalanian bilingual context with the Indian multilingual context, focusing on how both regions promote language diversity in schools.
- We examined India's Three-Language Formula (TLF) and NEP 2020, which encourage the use of the mother tongue in early education to enhance comprehension and cultural connection.
- We highlighted translanguaging and code-switching as common classroom strategies in Kerala, where teachers move between Malayalam and English to clarify concepts and build rapport.

SHARED:

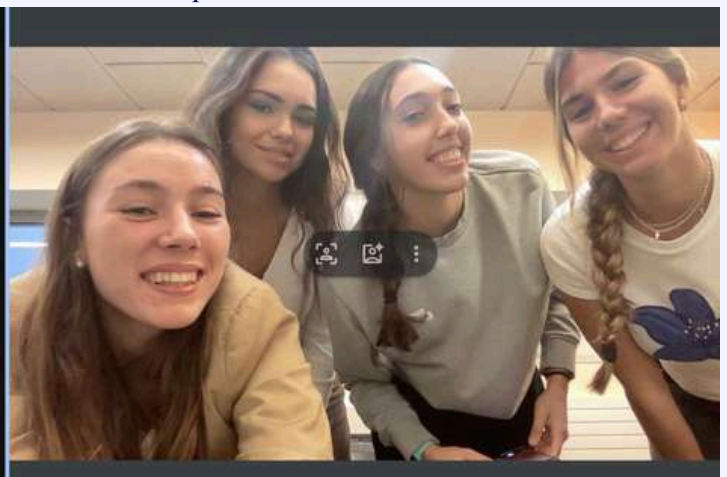
- Our own experiences of learning and using multiple languages daily — Malayalam, English, and Hindi — and how it shapes identity and communication. Also the social perception of English as a symbol of prestige and Malayalam as the language of culture and belonging. Challenges faced by them in balancing mother-tongue instruction with English-medium assessment systems were discussed.

HIGHLIGHTS OF THE SESSION:

- Multilingualism in both regions (Catalonia and Kerala) is viewed as a resource, not a barrier. Both contexts emphasize inclusion, identity, and cultural respect in the classroom. Kerala's translanguaging approach is an organic response to multilingual realities, while Catalonia's CLIL model (Content and Language Integrated Learning) is more structured.

OUTCOME (LEARNING):

- We learned that effective multilingual learning depends on valuing students' home languages and using them as bridges for deeper understanding. As future teachers, we must create inclusive classrooms where multiple languages coexist in promoting both academic success and cultural respect.



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 5

Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
Session-2 on 07.10.2025
(for the academic year 2025-2026)

Sub-group-5

5 - Challenges of learning in multilingual and multicultural contexts

INDIAN (BSS STUDENTS)

ANEESA S
ASHIFA A
ASHNA T S
DEVIKA M

CATALON (GIRONA UNIVERSITY STUDENTS)

NÚRIA CASTILLO
NEUS LLOVERA
NEUS PONS
AINA RECODER
NURIA RUBIO

DISCUSSED:

- Major Cultural Differences and Major communities
- Influence of these on education
- Multilingual Languages to be studied- both in Catalonia as well as Indian educational context
- The English Education

SHARED:

- Major Cultural differences both in Catalonia as well as India has been discussed along with the different communities. Acceptance of different culture and their practices like the Muslim community of Morocco and their practices as well as different christian groups and their practices are accepted and respected and goes hand in hand
- The diversity of india in its culture and communities are shared. The conflict and the inconvenience and the diversity in language has been discussed (given a general idea about Indian diversity)
- Catalonia have students mostly from Morocco and the native students also and the students belong to Muslim and Christian community respectively. Their culture and practices are both accepted and respected, just like in india.
- The major languages to be studied as basic languages includes Catalan(native language), Spanish (national) and French, German etc(foreign language). While in india, we give more importance to English (official language), Native languages (Malayalam, Tamil etc) and Hindi, Sanskrit, Urdu, Arabic (second languages).
- English as a global or international language is stressed and given more importance on the cultural basis of india. But, Catalonia doesn't give importance to English as a official language. Instead they have individual freedom to learn English as a language. But the curriculum doesn't enforce it on them.

HIGHLIGHTS OF THE SESSION:

- We get to know that the cultural as well as educational system and practices here in India as a third world country and Catalonia as a European country have several similarities.

OUTCOME (LEARNING):

- The similarities in considering multilingual as well as multicultural aspects of both the countries have been identified and has discussed further, which help us to understand the respect we hold for different cultures and languages and reminds us about the unity we should keep for moulding a better world.



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 6

Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
Session-2 on 07.10.2025
(for the academic year 2025-2026)

Sub-group-6

6 - The importance of cultural competence in an inclusive environment.

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
DHEERAJ P DIVIKA S FATHIMATHUL THASNEEMA A S LAKSHMI PRIYA	NORA NOGUÉ EVA ROCH CLAUDIA SANCHEZ JUDIT OLIVA

DISCUSSED:

- We discussed the cultural similarities and differences between India and Spain.
- We talked about how culture can be shared and spread among students in schools through inclusive education and classroom activities.
- We exchanged ideas about different cultural festivals, traditional dress styles, and customs in both countries.

SHARED:

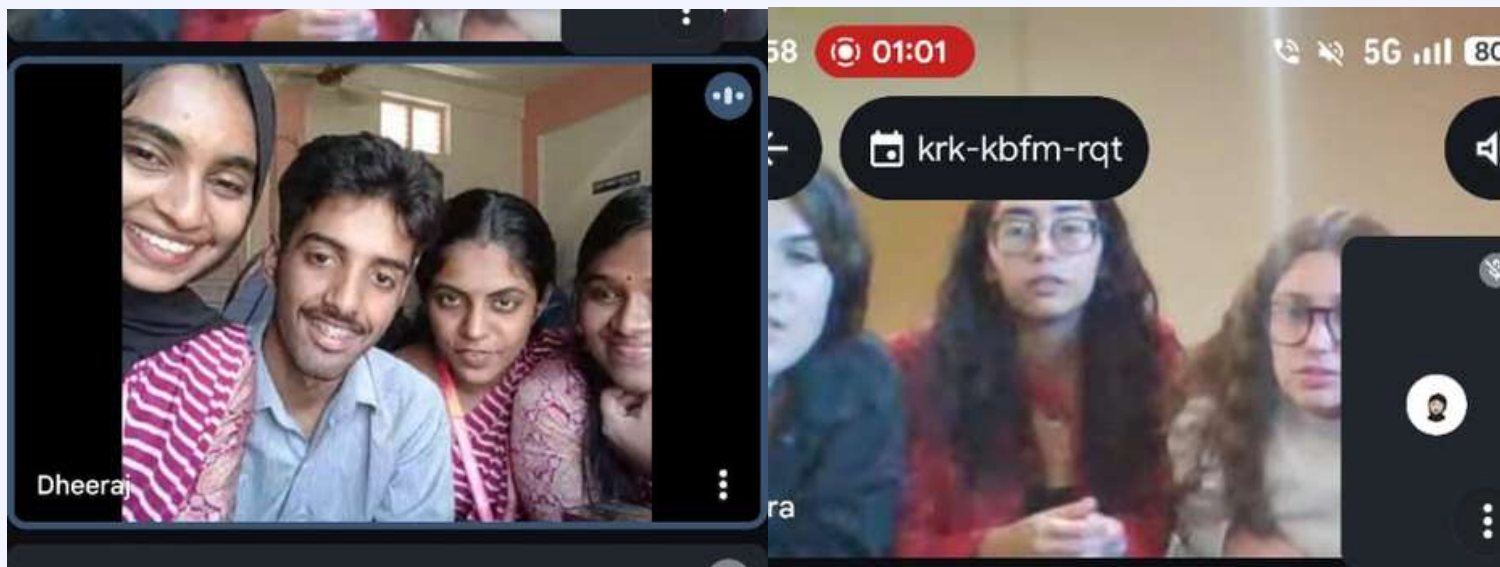
- We shared our school experiences, traditional practices, and ways of promoting respect for all cultures among students.

HIGHLIGHTS OF THE SESSION:

- It was an interactive and enjoyable session that helped us understand the importance of cultural exchange and inclusion in education.

OUTCOME (LEARNING):

- We learned to appreciate cultural diversity, respect different traditions, and understood how inclusive education helps in building global understanding among students.



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 7

Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
Session-2 on 07.10.2025
(for the academic year 2025-2026)

Sub-group-7

7 - Impact of Globalization in our countries that can benefit educational opportunities.

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
LEYA SUSAN MATHEW NIMMI S NATH SUHAILA HARIS SWETHA P G	SANDRA FRANCH NIL GARRIDO MARINA NADAL CARLA XARGAYÓ

DISCUSSED:

- Evaluation bodies
- Reporting of result
- Traditional systems
- Focus

SHARED:

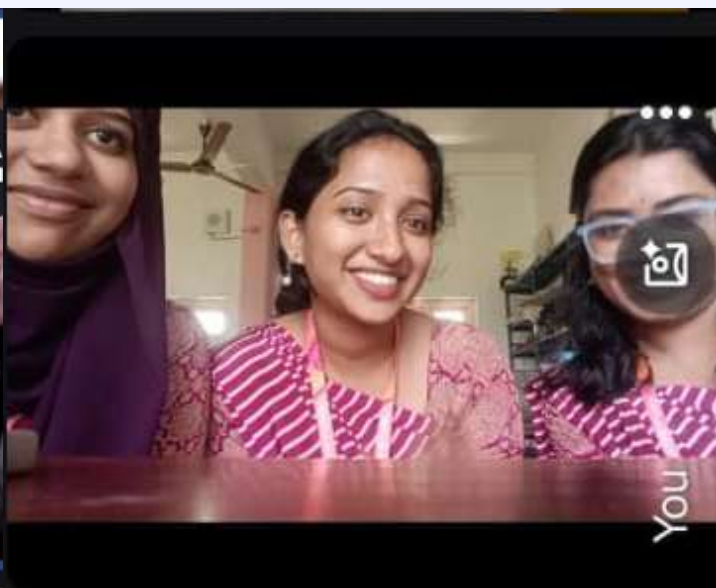
- We shared the the examination mode , examination board, evaluation system and subject focus.

HIGHLIGHTS OF THE SESSION:

- In comparing the assessment practices of India and Catalonia, India has traditionally relied on high-stakes, exam-centric evaluation but is shifting toward competency-based learning. Catalonia uses a decentralized, and more progressive system, though implementation of external assessment varies.

OUTCOME (LEARNING):

- We came to know how different are the assessment practices in both countries and how they are giving importance to each process and subject.



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 8

Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
Session-2 on 07.10.2025
(for the academic year 2025-2026)

Sub-group-8

8 - Comparison of the assessment practices in both countries

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
GOPIKA V M SNEHA R SNIGDHA G VINUSREE P V	EMMA PALAHI CLARA COROMINES CARLA DOMENECH LAIA SOLER AIDA BURGAS

DISCUSSED:

- Evaluation bodies
- Reporting of result
- Traditional systems
- Focus

SHARED:

- We shared the the examination mode , examination board, evaluation system and subject focus.

HIGHLIGHTS OF THE SESSION:

- In comparing the assessment practices of India and Catalonia, India has traditionally relied on high-stakes, exam-centric evaluation but is shifting toward competency-based learning. Catalonia uses a decentralized, and more progressive system, though implementation of external assessment varies.

OUTCOME (LEARNING):

- We came to know how different are the assessment practices in both countries and how they are giving importance to each process and subject.



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 9

**Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
Session-2 on 07.10.2025**

(for the academic year 2025-2026)

Sub-group-9

9 - Comparison of current educational reforms in both countries

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
AKSHAY S NAIR AMRITHA V GAYATHRI P SHAHIDA SHAHARBAN P	MARIA MATAS ESTHER NOGUERA LAIA VARGAS CARLA LLACH

DISCUSSED:

- About the structure and levels of educational system in both countries.
- About the subjects, curriculum and details of teacher training program.
- Differences in the course we are studying .

SHARED:

- We shared ideas about how the school systems in both countries work.

HIGHLIGHTS OF THE SESSION:

- The session was an active and engaging one which gave us understanding about the educational systems in both countries.

OUTCOME (LEARNING):

Helped to compare and identify the strength and weakness, learned how education varies globally in terms of methods, curriculum and values.



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 10

Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
Session-2 on 07.10.2025
(for the academic year 2025-2026)

Sub-group-10

10 - Challenges and Opportunities of Future teachers

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
SHAMSEENA M P SILPA S SREEYA G AISWARYA KRISHNA K R	LAIA MORENO CLÀUDIA NOGUER MARINA TORRENT CLÀUDIA SORS

DISCUSSED:

- The major challenges future teachers face, such as adapting to rapid technological changes and diverse classroom environments.
- The importance of continuous professional development and digital literacy in modern education.
- Opportunities for teachers to innovate through online teaching platforms, global collaborations, and inclusive teaching methods.

SHARED:

- We shared ideas about how future teachers can balance traditional and modern teaching approaches, and the need for emotional intelligence and adaptability in the profession.

HIGHLIGHTS OF THE SESSION:

- The session highlighted that the teaching in the future requires creativity, technological competence, and cultural sensitivity to meet global educational needs.

OUTCOME (LEARNING):

- We learned that being a future teacher means embracing change, staying updated with new teaching trends, and using challenges as opportunities for growth and better learning outcomes.



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 11

**Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
Session-2 on 07.10.2025
(for the academic year 2025-2026)**

Sub-group-11

11 - Necessities in pre-service teacher training for multicultural contexts

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
ANILA J FATHIMA ROOBY P KRIPA K MRUTHULA M NANDANA VENUGOPAL M NANDHANA M	ROSALÍA GONZÁLEZ XÈNIA SANS IONA HUETE

DISCUSSED:

During this session, our group discussed and compared various aspects of Indian and Catalan cultures. The discussion focused on the following points:

- Culture of India and Catalonia – We explored the traditions, festivals, and lifestyle patterns of both regions. The discussion highlighted the richness and diversity of Indian culture and the unique cultural identity of Catalonia.
- Languages of India and Catalonia – The group examined the multilingual nature of both regions. India has several official and regional languages, while Catalonia primarily uses Catalan and Spanish.
- Writing Systems – We compared the scripts used in both regions. India uses many scripts such as Devanagari, Tamil, and Malayalam, whereas Catalonia mainly uses the Latin alphabet.
- Multicultural Diversity – The session emphasized how both India and Catalonia are examples of multicultural societies where people from different cultural and linguistic backgrounds coexist.
- Languages Used Other Than the Mother Tongue – The group discussed how English and other regional or national languages are often used as second languages for communication, education, and administration.
- Cultural Songs – Traditional songs from both regions were shared to illustrate cultural expression and identity.
- Role of Teachers – The discussion concluded with the importance of teachers in promoting cultural understanding, inclusiveness, and respect for diversity among students.

SHARED:

- Each member shared insights, examples, and personal observations about cultural and linguistic diversity in India and Catalonia.

HIGHLIGHTS OF THE SESSION:

- **Both regions celebrate cultural diversity and have rich linguistic traditions.**
- **The importance of respecting and learning about other cultures was emphasized.**
- **Teachers play a crucial role in fostering intercultural understanding in classrooms.**

OUTCOME (LEARNING):

- From this session, we learned that cultural and linguistic diversity strengthens society. Understanding and appreciating different cultures helps create harmony and inclusiveness. As future teachers, it is essential to promote multicultural awareness and respect for all cultural identities.



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER COIL 2025-2026

Page 12

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts Session-2 on 07.10.2025

(for the academic year 2025-2026)

Sub-group-12

12 - Technology in teacher's professional development

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
NANDHANA V RAHANA A REVATHI L RIHANATH A SHAHANA MOL S SURYA KRISHNA V	IRENE DEL AMO MARIA SERRA ALEIX CODINA CLAUDIA GAY NÚRIA BRUSI

DISCUSSED:

- The role of technology in teachers' professional development, including examples from Spain University and our own educational context.
- The use of Artificial Intelligence (AI) in education tools like ChatGPT and their impact on teaching, learning, and creativity.
- Discussion on India's digital initiatives such as DIKSHA, SWAYAM, and MOOCs, and how they support teachers' continuous learning.
- Explored the concept of Scratch programming and how technology can make learning interactive.

SHARED:

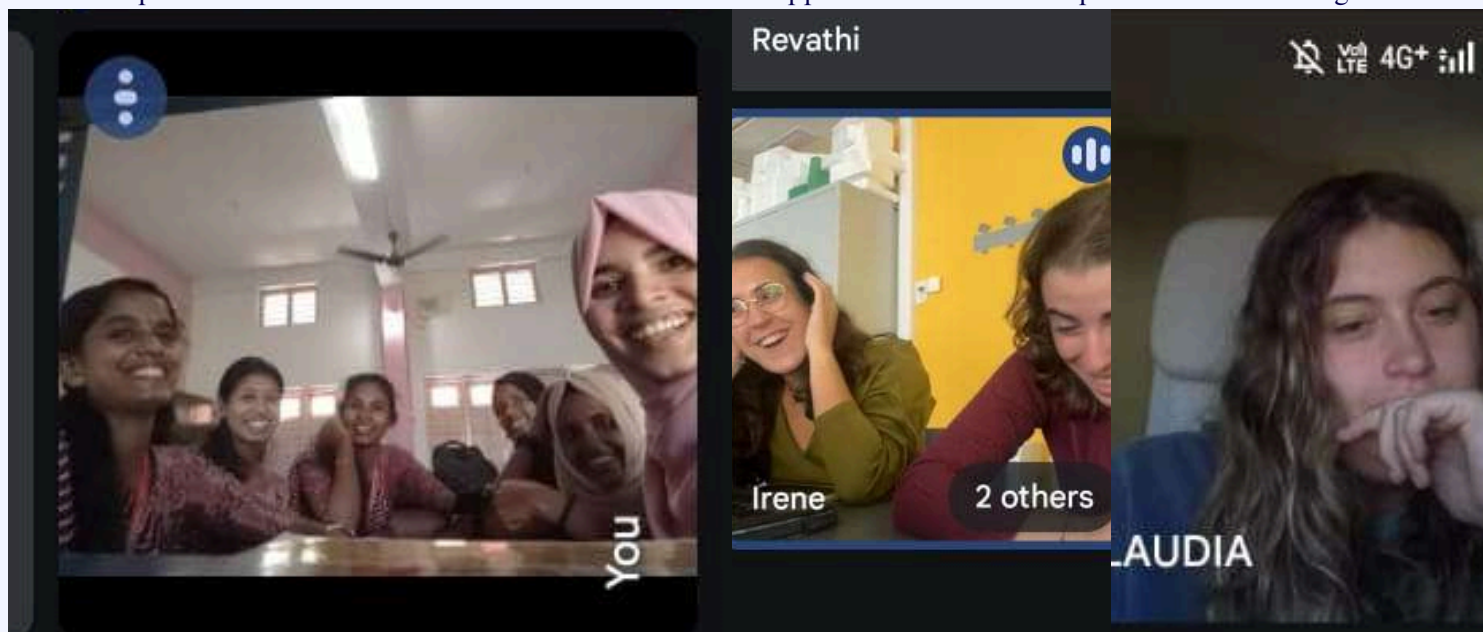
- Group members shared experiences about how technology and AI are being used in schools including whether schools are currently integrating AI or not.
- Cultural and contextual differences between technology use in Spain and India were shared.

HIGHLIGHTS OF THE SESSION:

- Technology is a powerful tool for professional growth but requires critical thinking and responsible use.
- AI can enhance teaching efficiency but may also reduce independent thinking if overused.
- Programs like DIKSHA and SWAYAM make teacher training more accessible and flexible.

OUTCOME (LEARNING):

- Understood how technology and AI contribute to teachers' professional development globally and locally.
- Recognized the importance of balancing technology use with human creativity and reflection.
- Learned about digital platforms (DIKSHA, SWAYAM, MOOCs) and their role in continuous teacher education.
- Developed awareness of how AI tools like ChatGPT can support but should not replace critical thinking.





Session 3 Critical Discussion and Structuring Content on 14.10.2025



Outcomes: Engage in a grounded, academic discussion informed by relevant literature.

- -Students present insights gathered from assigned readings.
- The group collaboratively constructs a structured discourse on the topic, integrating both theoretical perspectives and cross-cultural comparisons.



To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



COIL 2025 SESSION-3 SCHEDULE

14.10.2025

Tuesday 10:00-11:00 AM (CET) / 1.30-2.30 PM (IST)

Session 3: Critical Discussion and Structuring Content

Outcomes: Engage in a grounded, academic discussion informed by relevant literature.

- Students present insights gathered from assigned readings.
- The group collaboratively constructs a structured discourse on the topic, integrating both theoretical perspectives and cross-cultural comparisons.

PLACES OF SYNCHRONOUS SESSION-3

SUB-GROUP 1	SUB-GROUP 2	SUB-GROUP 3	SUB-GROUP 4
Wisdom Hall	Porch to the Wisdom Hall	Porch to the Wisdom Hall	Wisdom Hall
SUB-GROUP 5	SUB-GROUP 6	SUB-GROUP 7	SUB-GROUP 8
Wisdom Hall	Department of Commerce	Porch in the First Floor	Porch in the First Floor
SUB-GROUP 9	SUB-GROUP 10	SUB-GROUP 11	SUB-GROUP 12
Department of English	Department of Mathematics	Department of Social Science	Department of Physical Science

Note:

- Directly login with your respective sub-group links at the earliest.
- Use any single device for each sub-group
- Use Bluetooth headsets for better performance. (if you have)
- SGLs (Sub-group Leaders) - collect the documentary evidences of session-2 (screenshots/video)
- SGLs are expected to take care of the timings. Before five minutes, kindly inform the Girona students about windup.

For Assistance

- Ms.Salabha B
 - Mr.Charles F
- Coordinators

BRAHMANANDA SWAMY SIVAYOGI (BSS)

B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 1

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts Session-3 on 14.10.2025

About COIL session-3

(for the academic year 2025-2026)

The synchronous session-3 of the COIL Project was commenced on 14th October, 2025. The session-3 was Critical Discussion and Structuring Content with the outcome of Engaging in a grounded, academic discussion informed by relevant literature.

Sub-group-1

1 - Strategies for promoting students' engagements in learning.

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
ALISHA S AMALA JOSEPH ANATTA VARGHESE ANJALI O	CRISTINA BOLANCE CLÀUDIA BUSTINS CLÀUDIA BUSQUETS LÍDIA CODOLÀ

ACADEMIC DISCUSSION

We discussed the topic "Strategies for Promoting Students' Engagement in Learning" and explored various techniques that enhance students' participation and interest in the classroom. The discussion included the importance of student-centered approaches, interactive methods, and how technology can be used effectively to promote engagement.

In today's educational environment, teachers play a crucial role in designing lessons that motivate learners and encourage active participation. The focus was on understanding how strategies like collaborative learning, inquiry-based learning, and experiential activities help students take ownership of their learning.

Thus, the academic significance lies in realizing that student engagement requires creativity, interaction, and continuous feedback rather than traditional teacher-led instruction.

INSIGHTS SHARED

Students from Girona shared examples of how "active learning techniques"—such as group projects, peer teaching, and gamified tasks—are used to maintain high student engagement. Indian students highlighted the importance of classroom discussions, questioning methods, and real-life examples that connect theory to practice.

Key insights include:

1. *Collaborative Learning* – Encouraging students to work in groups promotes teamwork, communication, and problem-solving skills. It helps learners feel more responsible and connected to their learning process.
2. *Inquiry-Based Learning* – Allowing students to explore and find answers independently develops curiosity and critical thinking. Both groups agreed this method leads to deeper understanding and long-term retention.
3. *Use of Technology in Engagement* – Digital tools such as interactive quizzes, educational videos, and online discussions increase participation and make lessons more dynamic.
4. *Reflective Practice* :Reflecting on one's own learning helps both teachers and students understand progress and areas for improvement. It builds self-awareness and motivation.

STRUCTURED CONTENT / DISCOURSE

The discussion emphasized how

student engagement strategies :vary across contexts but share the same goal—to make learning active and meaningful. Both Indian and Girona students agreed that engagement happens best when teaching connects to students' interests and experiences.

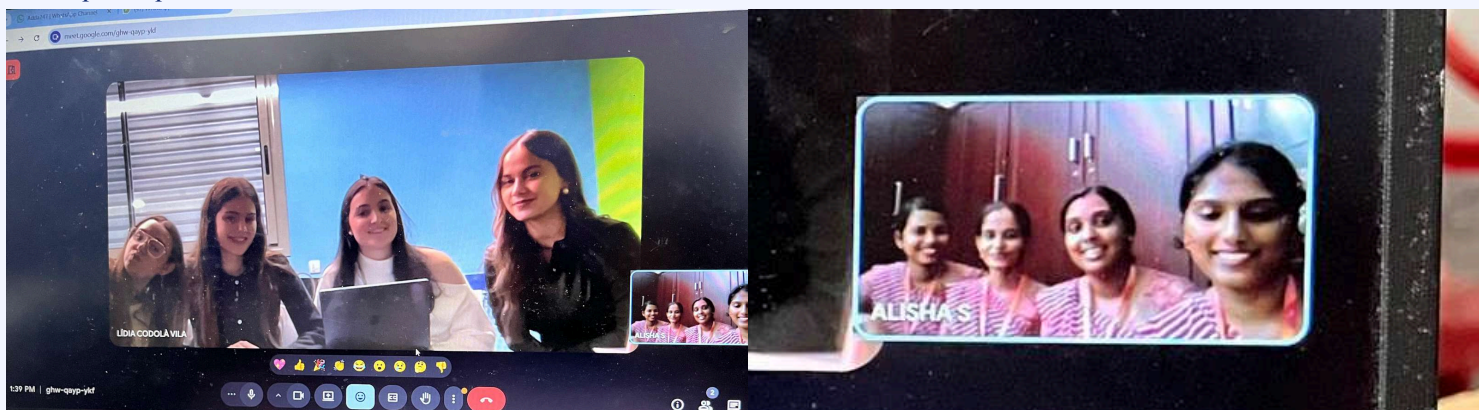
* *Teaching Methodology:* India relies on lecture-based sessions with added discussions and activities; Girona emphasizes experiential and student-centered approaches. Both agreed on the need for participatory learning.

* Learning Environment: Indian classrooms focus on curriculum delivery, while Girona emphasizes student participation; active learning improves outcomes in both settings.

* *Teacher's Role:* In India, teachers act as knowledge providers and motivators; in Girona, they serve as facilitators and guides. Both contexts highlight that teachers inspire and guide engagement.

PLAN OF ACTION FOR SESSION 4

We are planning to create a "video presentation" demonstrating different strategies for promoting students' engagement in learning. The video will showcase interactive teaching techniques, collaborative methods, and the use of digital tools that support active participation in the classroom.



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER COIL 2025-2026

Page 2

Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
Session-3 on 14.10.2025
(for the academic year 2025-2026)

Sub-group-2

2 - Strategies for promoting students' motivation in learning.

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
ARUL SAIDAS H MINI V PREETHY S RAHNA SHAMEER	ANA PLA LAURA ORTEGA NICOLE SALVÀ ADRIANA REINA ISABEL PASTOR

ACADEMIC DISCUSSED:

The session focused on the different aspects through which we can improve or promote students motivation in learning. Discussed about the various dimensions of the motivational techniques. Based on a structured questionnaire we get to know the techniques used in Spain over time.

INSIGHTS SHARED:

Each and everyone of the group members have shared their own personal experiences about motivation as a student .Ways ,methods and techniques for the practical implications in academic and non academic progresses, and as a student teacher's what we can do differently to generate motivation in student's in this digital era.

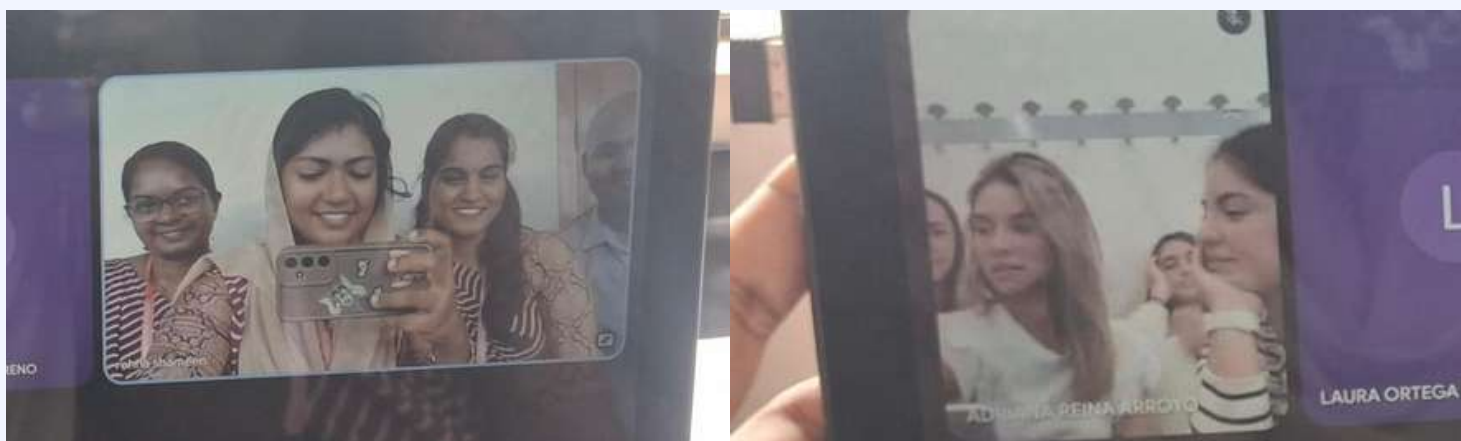
STRUCTURED CONTENT/DISCOURSE:

The session was centred on the discussion on the strategies / methods to inculcate with teaching practices to generate motivation in learning majorly....

- Providing both intrinsic and extrinsic motivation to the students to generate interest and self confidence
- learning through the means of gamification(activity/experience oriented)
- The role of teacher in generating interest and motivation in learning (teacher-student relationship)
- Meaningful use of technology and digital tools in motivation
- The role of classroom climate and environment for providing emotional support and motivation

PLAN OF ACTION FOR SESSION 4:

For the next session, we are preparing a video presentation in the details showing the traditional Indian teaching practices and associates for promoting motivation in student's how it's different from Spain and How can we innovatively approach towards the coming generation or the global kids.



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 3

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts Session-3 on 14.10.2025

(for the academic year 2025-2026)

Sub-group-3

3 - Technology in teacher education

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
RAMYA K K ROHINI A S SANDRA S SHARBINA SHAMSUDHEEN	BRUNA PERIS ALINA PI ANNA TORRENT ESTEL VILAR

ACADEMIC DISCUSSED:

The session focused on the vital role of technology in modern teacher education. We discussed how digital tools enhance teaching efficiency, promote learner engagement, and support innovative pedagogical practices. The group also explored the use of ICT in teacher training institutions and how it helps future teachers adapt to changing educational needs.

INSIGHTS SHARED:

Participants shared their experiences of using technology in classrooms, including online platforms, smart boards, and digital learning materials. Through our interaction with the Spain participants, we learned how technology is effectively integrated into teacher preparation in their context. This cross-cultural exchange helped us understand global best practices and inspired us to adopt more creative approaches.

STRUCTURED CONTENT / DISCOURSE:

- The discussion was structured around three main areas.
- Importance of technology integration in teacher education.
- Comparison between Indian and Spanish teacher education systems.
- Challenges and solutions in implementing technology in teacher training.

PLAN OF ACTION FOR SESSION 4:

- Explore specific digital tools suitable for teacher education.
- Prepare a short presentation on innovative technology practices in classrooms.
- Share experiences and ideas to promote digital literacy among future teachers.



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 4

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts Session-3 on 14.10.2025
(for the academic year 2025-2026)

Sub-group-4

4 - Strategies to foster multilingual learning

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
SREELEKHA P S VENKITESH S AKSA T SUDHAN AMIKA MANOJ T	MAR COLL MARJONA SALAVEDRA JÚLIA VENTURA AINA PALLÀS

ACADEMIC DISCUSSED

The session centered on language ideology and its implications in education, with a comparative focus on India's Three-Language Formula (TLF) and Catalonia's bilingual co-official system. The discussion drew from the question — "Should multilingualism be treated as an asset or a challenge in education?"

Key academic points included:

- India's TLF promotes multilingualism for national integration, balancing regional identity (L1), link language (Hindi), and global language (English).
- NEP 2020 encourages mother tongue instruction till Grade 5 for better cognitive and cultural development.
- Catalonia's bilingual policy (Catalan and Spanish) presents real classroom challenges when immigrant students understand neither.
- Theoretical frameworks discussed: Culturally Responsive Teaching and Differentiated Instruction as tools to bridge linguistic gaps.

INSIGHTS SHARED

From Catalonia:

- Teaching becomes complex when students do not understand either Catalan or Spanish.
- Support teachers play a crucial role in inclusion by providing temporary language-focused separation.
- The practical need for scaffolding and differentiated tasks was emphasized.

From Kerala

- Implementation barriers include insufficient teacher training, resource scarcity in minority languages, and a persistent digital divide.
- Despite Kerala's acceptance of the TLF, there remains political resistance to Hindi imposition, reflecting the ideological tension between policy and practice.
- Both sides recognized the global tension between inclusion and standardization in multilingual education.

STRUCTURED CONTENT / DISCOURSE

The debate evolved around four key themes:

- Curriculum Adaptation vs. Standardization:
- Catalonia focuses on classroom-level adaptation via support teachers; we deal with state-level policy adaptations under NEP 2020.
- Adapt Content vs. Adapt Assessment:

We debated whether it is better to modify teaching materials or change evaluation systems. The consensus leaned toward formative assessment and portfolios for fairness.

Technology and Equity:

- Technology offers personalized learning but risks deepening inequality.

Assessment Fairness – Equality vs. Equity:

- We reflected on the need to evaluate multilingual learners differently from native speakers to ensure equity, not just equality.

PLAN OF ACTION FOR SESSION 4

- Continue the comparative analysis through specific case studies or classroom scenarios from both countries.
- Explore teacher training models that promote inclusive multilingual pedagogy.
- Prepare short group presentations summarizing best practices from each educational context.
- Draft a joint reflective summary linking multilingual ideology with real teaching strategies.



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 5

Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
Session-3 on 14.10.2025
(for the academic year 2025-2026)

Sub-group-5

5 - Challenges of learning in multilingual and multicultural contexts

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
ANEESA S ASHIFA A ASHNA T S DEVIKA M	NÚRIA CASTILLO NEUS LLOVERA NEUS PONS AINA RECODER NURIA RUBIO

ACADEMIC DISCUSSED

- Role of Multilingualism and multiculturalism in Indian and Catalan education system
- History of development of language as a subject in Indian education system (Colonialism and its influence)
- Three language Formula in Indian education system
- Importance of English and its influence in Indian education system and an analysis of different boards of education (SCERT, NCERT, ICSE, CBSE)

INSIGHTS SHARED

- The multilingual aspects of Indian as well as Catalan education system is greatly influenced by the multicultural aspects of the communities of the respective countries.
- The influence of colonialism in moulding the Indian education system on the basis of different acts and policies and the stress given to the language as a subject.
- Both the countries, have a similar pattern of language teaching. That is, the three language formula of India (Native languages, English as a second language and other languages like Sanskrit, Urdu, Hindi and Arabic), in a similar manner is being followed in Catalan education system (Catalan the native language and Spanish as their official or national language and English, French, German etc as their third or foreign language)
- The development of English over the last decade as a major language and its importance in the present education scenario with the development of advancement in technologies has been stressed on the basis of current situations of both countries.

STRUCTURED CONTENT/ DISCOURSE

The influence of Multilingualism in different stages of education in both countries.

- Primary education
- Upper primary/ high school education
- Higher secondary education
- University/ College level education
- The multi-cultural aspects of students and the challenges faced by teachers as well as students, in the communication aspect.
- The gradual development of importance of English language education with the higher stages of education

PLAN OF ACTION FOR THE SESSION 4

- Influence of multicultural as well as multilingual aspects in education system and the challenges in teaching or guiding the students within these aspects to be discussed further.
- Communication barriers to be noted in both the context
- Influence of English in reducing this uneasiness in education system should be discussed.



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER COIL 2025-2026

Page 6

Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
Session-3 on 14.10.2025
(for the academic year 2025-2026)

Sub-group-6

6 - The importance of cultural competence in an inclusive environment.

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
DHEERAJ P DIVIKA S FATHIMATHUL THASNEEMA A S LAKSHMI PRIYA	NORA NOGUÉ EVA ROCH CLAUDIA SANCHEZ JUDIT OLIVA

ACADEMIC DISCUSSED:

In today's COIL (Collaborative Online International Learning) session with the Spain students, the discussion focused on cultural exchange and inclusive educational practices. Both groups shared insights about their countries' cultures, traditions, and education systems. We explored the idea of inclusivity within different cultural contexts, with a particular emphasis on how Indian and Kerala cultures embrace diversity through customs, festivals, and social practices.

INSIGHTS SHARED

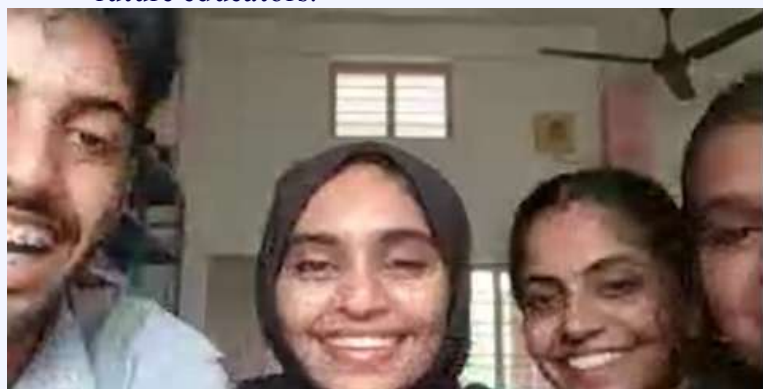
- We presented aspects of Indian and Kerala culture, including festivals, dressing styles, food habits, and inclusive values found in local traditions.
- We discussed different tribal communities in Kerala, highlighting their cultural identity, educational access, and traditional practices.
- We explained the levels of education in Kerala—from primary to higher education—and the government's efforts to ensure inclusivity and equal opportunities.
- The Spain students shared about their educational structure, explaining the difference between public, private, and semi-private institutions in Spain.
- Both groups compared the cultural changes occurring in India and Spain due to globalization and modernization.
- As part of a language exchange, we taught them basic Malayalam words, and they taught us Spanish words, which made the interaction engaging and memorable.
- The session emphasized how cultural understanding and inclusive education help build mutual respect and collaboration between diverse communities.

STRUCTURED CONTENT / DISCOURSE

The session began with a brief introduction by both teams, followed by cultural presentations from the Indian and Spanish groups. The discussion then moved toward educational inclusivity, where participants shared how their countries promote equality in learning. The middle part of the meeting included an interactive language-sharing segment, and it concluded with reflections on what each group learned about cultural similarities, differences, and inclusive values.

PLAN OF ACTION FOR SESSION 4:

- Prepare a comparative presentation on inclusive education practices in India and Spain.
- Discuss strategies to integrate multicultural understanding in school classrooms.
- Share short cultural videos or presentations about traditional arts, festivals, or educational practices.
- Continue language exchange activities (learning basic conversational phrases).
- Reflect on how international collaborations like COIL promote global citizenship and empathy among future educators.



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 7

Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
Session-3 on 14.10.2025
(for the academic year 2025-2026)

Sub-group-7

7 - Impact of Globalization in our countries that can benefit educational opportunities.

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
LEYA SUSAN MATHEW NIMMI S NATH SUHAILA HARIS SWETHA P G	SANDRA FRANCH NIL GARRIDO MARINA NADAL CARLA XARGAYÓ

Academic Discussed:

The session focused on Education and Language, highlighting the importance of multilingualism in today's globalized education system. Major points of discussion included the role of English as a global language, language barriers in international classrooms, and how language influences thought, culture, and learning styles.

Insights Shared:

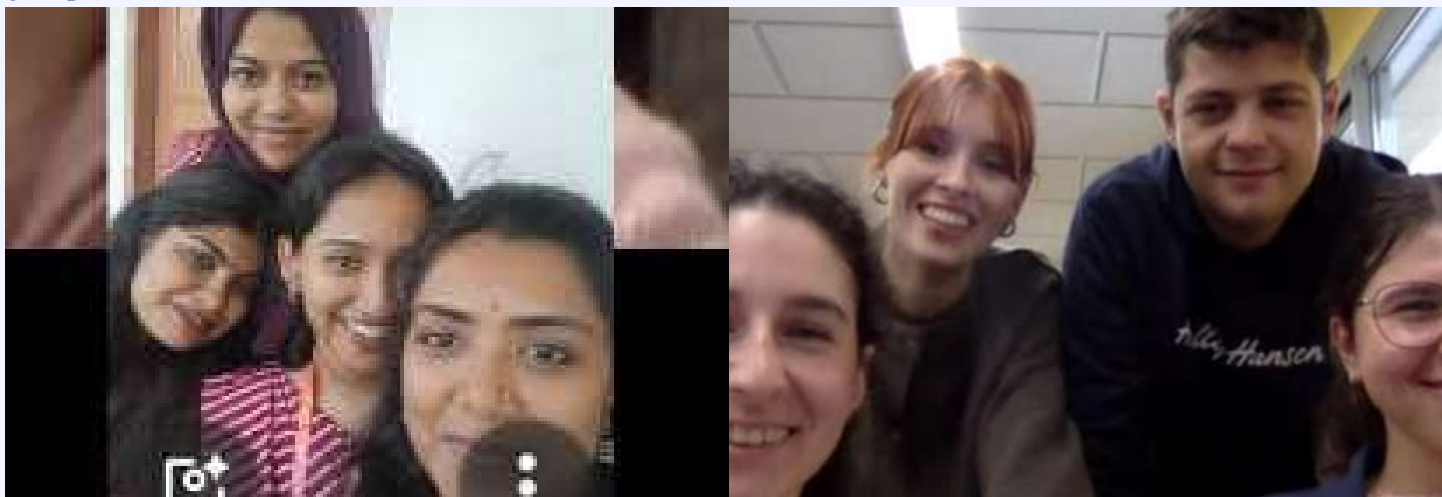
Both groups exchanged perspectives on how English functions within their respective education systems. We discussed how, in our context, English holds a major position in the curriculum, whereas in their context, it is not prioritized in the same way. This comparison helped us understand the diversity of linguistic approaches and the cultural significance of maintaining native languages alongside global ones.

Structured Content/Discourse:

- The discussion was organized around key themes:
- The impact of multilingualism on education.
- Balancing global language competence with local identity.
- Challenges to language barriers in classrooms.
- The cognitive and cultural influence of language on learners.
- Each member contributed examples and reflections, making the discussion interactive and insightful.

Plan of Action for Session 4:

For the next session, the group decided to finalize the presentation topics and structure. Members will prepare short presentations or visual content ensuring a collaborative and comparative perspective between both groups.



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 8

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts Session-3 on 14.10.2025
(for the academic year 2025-2026)

Sub-group-8

8 - Comparison of the assessment practices in both countries

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
GOPIKA V M SNEHA R SNIGDHA G VINUSREE P V	EMMA PALAHÍ CLARA COROMINES CARLA DOMENECH LAIA SOLER AIDA BURGAS

ACADEMIC DISCUSSED

The discussion revolved around two selected articles:

- “Comparing Western and Indian Education System: A Path to Improvement” – This article explored the major differences between Western and Indian education systems, emphasizing aspects like research orientation, practical learning, and critical thinking in Western systems compared to rote memorization and theory-based approaches in India.
- “Continuous and Comprehensive Evaluation (CCE): A Study of Teachers’ Perception” – This article examined how teachers perceive the CCE system in India, the challenges in its implementation, and ways to make assessment practices more effective and learner-centered.

Both articles relate to educational assessment, pedagogy, and reform, which are central to the comparative study between Indian and Spanish (Catalan) education systems.

INSIGHTS SHARED

- The Indian education system is gradually shifting from exam-oriented evaluation to continuous and holistic assessment, similar to modern approaches followed in Western and Catalan systems.
- Teachers play a crucial role in the success of reforms like CCE, but challenges such as lack of training, large class sizes, and limited infrastructure affect implementation.
- The Western model provides inspiration for India to adopt more student-centered, research-based, and practical learning methods.
- Both systems aim for overall student development, but differ in methodology—India emphasizes academic achievement, while Western and Catalan systems focus more on creativity, innovation, and personal growth.
- The discussion highlighted the need for balance between theoretical knowledge and practical application in the Indian context.

STRUCTURED CONTENT / DISCOURSE

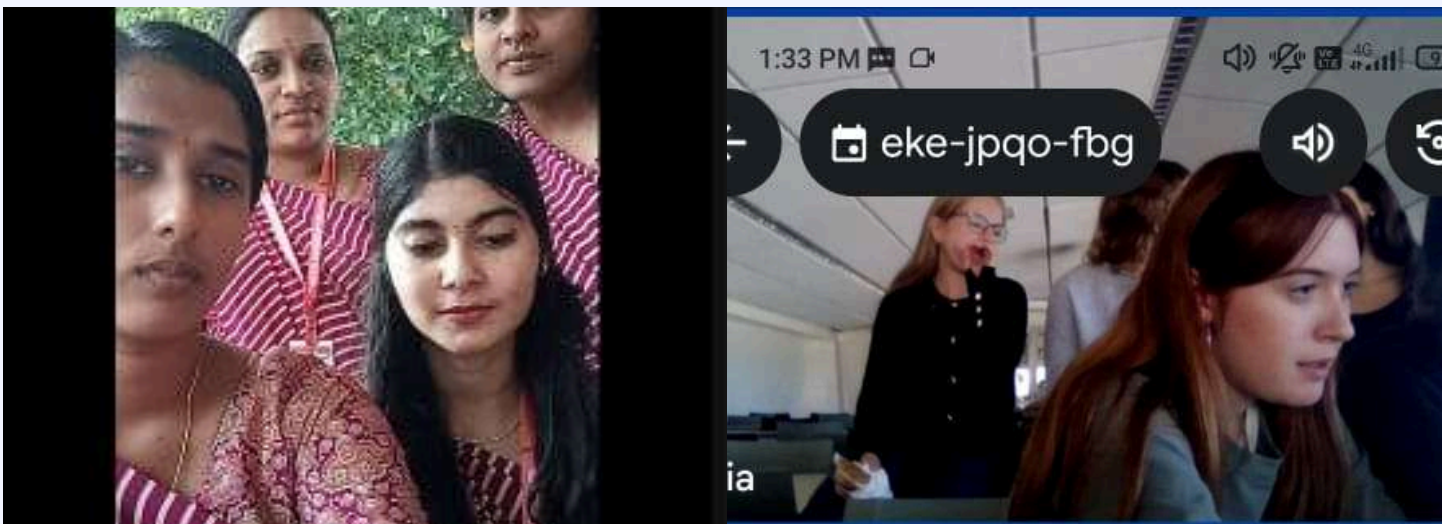
The discussion was structured into three segments:

- Introduction: Overview of both articles and their relevance to assessment practices.
- Comparative Analysis:
 - Assessment approaches (summative vs continuous)
 - Teaching methodologies (teacher-centric vs student-centric)
 - Role of research, innovation, and creativity in learning
 - Challenges faced by teachers in implementing reforms like CCE
- Conclusion: Reflection on how the Indian system can learn from Western and Catalan practices to improve assessment, inclusion, and innovation in education.

PLAN OF ACTION FOR SESSION 4

For the next session, the team plans to create a video presentation on the topic:

- “Comparison of Assessment Practices in Indian and Catalan Education Systems.”
- The video will include:
 - Introduction: Brief overview of education systems in both countries.
 - Theoretical Framework: Concepts of assessment, CCE, and continuous evaluation explained through both Indian and Catalan perspectives.
 - Similarities and Differences:
 - Assessment structure and evaluation methods
 - Role of teachers and students
 - Inclusion of innovation and social justice initiatives in Catalonia compared with reforms like CCE in India
 - Visual Elements: Recorded reflections from group members.
 - Conclusion: Common goals of promoting holistic education and suggestions for integrating best practices from both systems.



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 9

**Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
Session-3 on 14.10.2025**

(for the academic year 2025-2026)

Sub-group-9

9 - Comparison of current educational reforms in both countries

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
AKSHAY S NAIR AMRITHA V GAYATHRI P SHAHIDA SHAHARBAN P	MARIA MATAS ESTHER NOGUERA LAIA VARGAS CARLA LLACH

ACADEMIC DISCUSSED

We explored the educational reforms in India and Spain, focusing on how curriculum is structured in both countries. Discussed about what are the different subjects and how they are taught. The discussion helped us compare both nations' approaches to curriculum design, teacher training, and equity in education.

INSIGHTS SHARED

Participants shared valuable views on the strengths and challenges of both systems. India emphasizes blending traditional learning with modern technology, whereas Spain promotes equality, student participation, and democratic values. The exchange of insights highlighted how both countries work toward inclusive and learner-centered education.

STRUCTURED CONTENT/DISCOURSE

The session was organized to provide a clear understanding of reforms in both countries. We compared their educational system, history and evolution and structure of curriculum through interactive discussion. This structured exchange encouraged critical thinking and cross-cultural understanding.

PLAN OF ACTION FOR SESSION 4

In the next session, participants will present comparisons on topics like age distribution, timetable, different subjects. Group discussions and reflections will follow, aiming to identify best practices and ways to enhance educational outcomes in both the countries.



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER COIL 2025-2026

Page 10

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts Session-3 on 14.10.2025 (for the academic year 2025-2026)

Sub-group-10

10 - Challenges and Opportunities of Future teachers

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
SHAMSEENA M P SILPA S SREEYA G AISWARYA KRISHNA K R	LAIA MORENO CLÀUDIA NOGUER MARINA TORRENT CLÀUDIA SORS

ACADEMIC DISCUSSED

The session focused on the topic “Challenges and Opportunities of Future Teachers.”

Key academic areas covered included:

- The evolving role of teachers in the 21st century.
- The impact of technology on teaching and learning.
- The importance of professional ethics, adaptability, and continuous learning.
- The need for inclusive and value-based education in a globalized context.

INSIGHTS SHARED

Participants highlighted several meaningful insights such as:

- Teachers must act as facilitators and lifelong learners to meet modern educational demands.
- Digital literacy is essential for effective teaching in the technological era.
- Future teachers should develop critical thinking, creativity, and emotional intelligence.
- Collaboration and networking among teachers enhance innovation and professional growth.

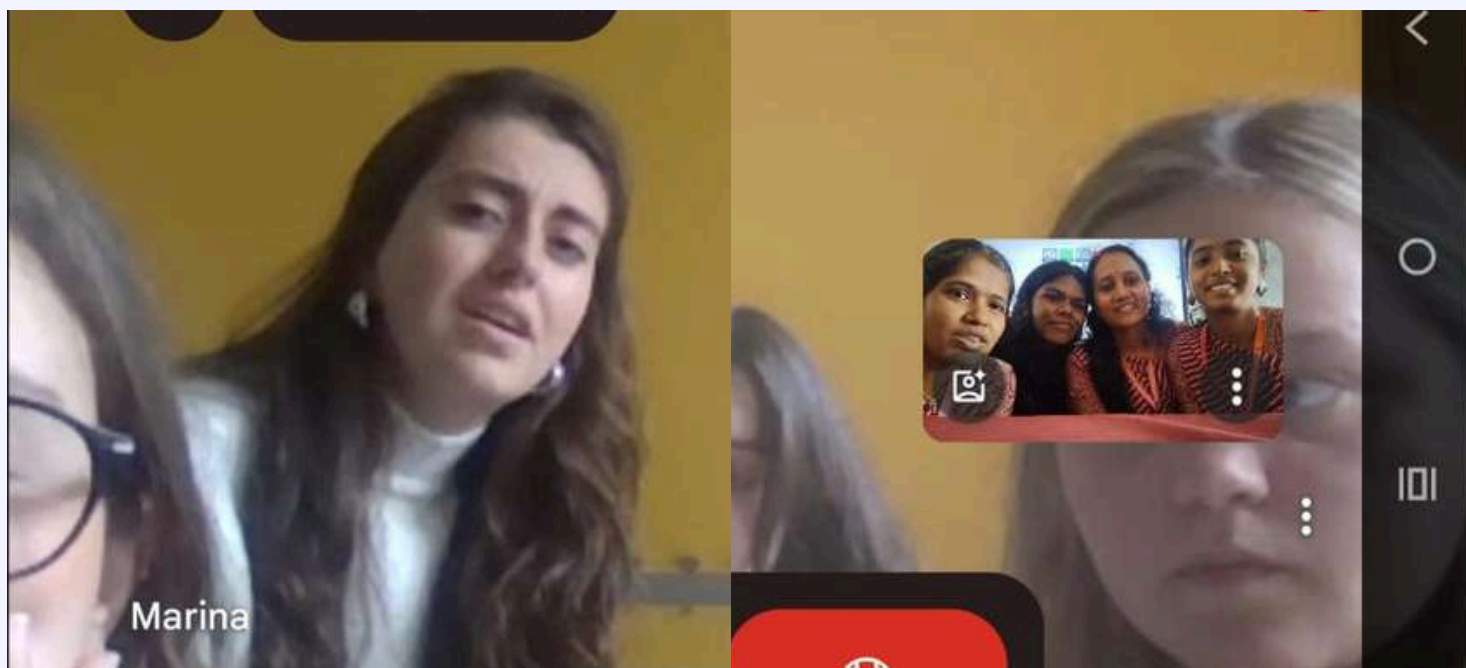
STRUCTURED CONTENT/DISCOURSE

The discussion was well-organized and interactive:

- The session began with an introductory overview of current teaching challenges.
- This was followed by group discussions on various opportunities available for teacher growth.
- A summary presentation consolidated the major points and emphasized the teacher's role as a change agent.

PLAN OF ACTION FOR SESSION 4

- Conduct case studies or role-play activities to explore real-life teaching challenges.
- Encourage presentation of innovative teaching strategies.
- Prepare a reflection note on how to integrate technology and values in teaching.
- Develop a collaborative project plan for enhancing teaching effectiveness.



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 11

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts Session-3 on 14.10.2025
(for the academic year 2025-2026)

Sub-group-11

11 - Necessities in pre-service teacher training for multicultural contexts

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
ANILA J FATHIMA ROOBY P KRIPA K MRUTHULA M NANDANA VENUGOPAL M NANDHANA M	ROSALÍA GONZÁLEZ XÈNIA SANS IONA HUETE

ACADEMIC DISCUSSION

- We discussed about what is multi cultural, different types of multi cultural approaches and implications in India and cathalonia . When we discuss the role of teachers in multicultural context.
- In today's globalized world, classrooms are increasingly multicultural, reflecting diversity in language, ethnicity, religion, and social background. Pre-service teacher training must therefore prepare future teachers to work effectively in such pluralistic environments. The necessity lies in building teachers' cultural competence, intercultural communication skills, and inclusive pedagogical approaches.
- Thus, the academic significance lies in understanding that effective multicultural teacher training requires structural integration, reflective practice, and field-based experiences, not just theoretical awareness.

INSIGHTS SHARED

Students from Gerona shared that liberal multicultural approach is most suitable for cathalonia whereas we Indian students share the importance of different cultural approaches in India. Then we share our views about the role of the teacher in a multicultural context. We also discuss some of the articles and the journals that related to the topic

1. Cultural Competence as a Core Skill

- Both Indian and Catalanian pre-service teachers need to develop awareness of their own cultural biases and learn to appreciate students' diverse identities. Girona University's emphasis on "education for coexistence" highlights how cultural competence is built through dialogue and collaborative projects.

2. Intercultural Pedagogy

- The Catalanian model integrates intercultural education in all teaching subjects, ensuring that diversity is addressed across the curriculum. Indian pre-service programs can draw from this model to make inclusivity a consistent theme rather than a separate unit.

3. Reflective and Dialogical Practice

- Inspired by Paulo Freire's dialogical method, Girona encourages critical reflection on social inequalities and classroom dynamics. Similar reflective practices should be encouraged in Indian pre-service programs to promote empathy and self-awareness.

4. Collaborative and Comparative Learning

- Comparative studies between India and Catalonia reveal that cross-cultural exchange itself can become a form of multicultural education, helping student teachers understand global and local dimensions of diversity.

3. STRUCTURED CONTENT/DISCOURSE

We understand the importance of different approaches in multicultural context in both the countries and role of teacher in multi cultural context. And the significance of the multi-cultural context while constructing a curriculum.

- Teaching Methodology Lecture-based with limited field exposure. Experiential, dialogical, and project-based. Need for participatory and experience-based learning.
- Cultural Awareness Growing awareness but limited reflective activities. Emphasis on intercultural dialogue and reflection. Reflection on personal biases and values.

PLAN OF ACTION FOR SESSION 4

We are planning a video presentation that shows the different teaching strategies in a multicultural context and different approaches in constructing curriculum and pedagogy.



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER COIL 2025-2026

Page 12

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts Session-3 on 14.10.2025

(for the academic year 2025-2026)

Sub-group-12

12 - Technology in teacher's professional development

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
NANDHANA V RAHANA A REVATHI L RIHANATH A SHAHANA MOL S SURYA KRISHNA V	IRENE DEL AMO MARIA SERRA ALEIX CODINA CLAUDIA GAY NÚRIA BRUSI

ACADEMIC DISCUSSED

The session focused on technology integration in teacher training with emphasis on India's context and global insights. Topics included the role of TPACK, digital literacy, and government initiatives like DIKSHA, SWAYAM, and NISHTHA. The discussion highlighted how technology enhances teacher competency, pedagogy, and continuous professional development.

INSIGHTS SHARED

- Technology empowers teachers for innovative and student-centered learning.
- AI and digital tools improve teaching effectiveness and assessment.
- The digital divide and low tech-readiness remain challenges.
- Peer learning and blended training strengthen teacher engagement.
- Ethical, inclusive, and sustainable tech use is essential.

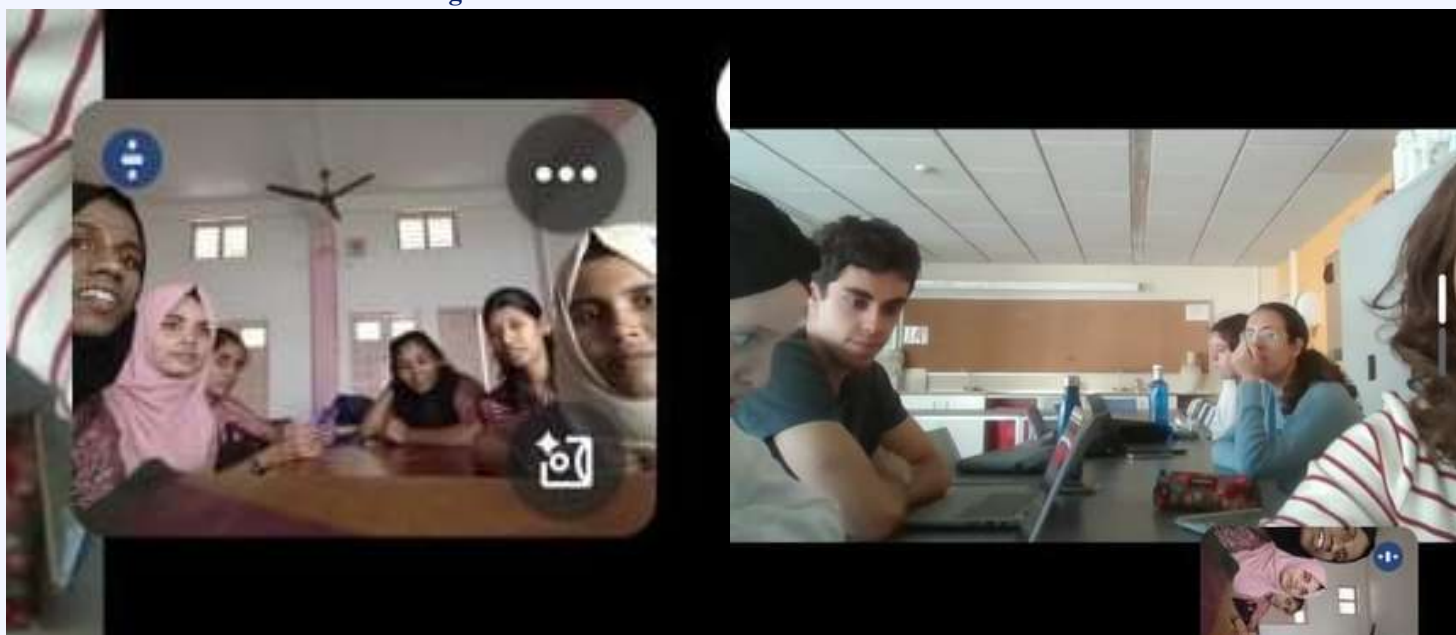
STRUCTURED CONTENT / DISCOURSE

The discourse covered:

- Introduction: Technology's transformative role in teacher education.
- Framework: TPACK and ICT-based pedagogy.
- Practice: Use of LMS, virtual classrooms, and AI tools.
- Challenges: Access, training, and infrastructure gaps.
- Technology is central to teacher professional growth and educational innovation

PLAN OF ACTION FOR SESSION 4

- Present case studies on tech integration in teacher education.
- Demonstrate one educational technology tool.
- Reflect on TPACK and AI strategies for local contexts.



Session 4 Video Production and Final Coordination on 14.10.2025

Outcomes: Finalize content and produce a collaborative video presentation.

- Students decide on the final structure and content of the video, assign speaking roles, and plan the recording process.
- The group selects tools for video editing and sharing (e.g., YouTube, Vimeo, Google Drive) and determines a timeline for completing the project.
- Technical and creative responsibilities are distributed among group members to ensure equal participation.

To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



COIL 2025 SESSION-4 SCHEDULE

21.10.2025

Tuesday 10:00-11:00 AM (CET) / 1.30-2.30 PM (IST)

Synchronous Session 4: Video Production and Final Coordination

Outcomes: Finalize content and produce a collaborative video presentation.

- Students decide on the final structure and content of the video, assign speaking roles, and plan the recording process.
- The group selects tools for video editing and sharing (e.g., YouTube, Vimeo, Google Drive) and determines a timeline for completing the project.
- Technical and creative responsibilities are distributed among group members to ensure equal participation.

PLACES OF SYNCHRONOUS SESSION-4

SUB-GROUP 1	SUB-GROUP 2	SUB-GROUP 3	SUB-GROUP 4
Department of Social Science	Department of Mathematics	Department of English	Girls' Room
SUB-GROUP 5	SUB-GROUP 6	SUB-GROUP 7	SUB-GROUP 8
Porch in the First Floor	Department of Commerce	Porch in the First Floor	Department of Physical Science
SUB-GROUP 9	SUB-GROUP 10	SUB-GROUP 11	SUB-GROUP 12
Porch to the Wisdom Hall	Porch to the Wisdom Hall	Wisdom Hall	Wisdom Hall

Note:

- Directly login with your respective sub-group links at the earliest.
- Use any single device for each sub-group
- Use headsets for better performance.
- Finalize the structure and content of the video along with the platform.
- SGLs (Sub-group Leaders) - collect the documentary evidences of session-4 (screenshots/video)
- SGLs are expected to take care of the timings. Before five minutes, kindly inform the Girona students about windup.
- SGLs (Sub-group Leaders) - Inform the coordinators about the technical support and assistance.

For Assistance

• Ms.Salabha B
• Mr.Charles F
Coordinators

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER COIL 2025-2026

Page 1

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts Session-4 on 21.10.2025

About COIL session-4

(for the academic year 2025-2026)

The synchronous session-4 of the COIL Project was commenced on 21st October, 2025. The session-4 was video production and final coordination with the outcomes of finalizing content and produce a collaborative video presentation.

Sub-group-1

1 - Strategies for promoting students' engagements in learning.

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
ALISHA S AMALA JOSEPH ANATTA VARGHESE ANJALI O	CRISTINA BOLANCE CLÀUDIA BUSTINS CLÀUDIA BUSQUETS LÍDIA CODOLÀ

FINALISED CONTENT OF THE VIDEO

Our video focuses on strategies to enhance students' motivation and engagement in learning.

- Explained the importance of using creative and participative methods in classrooms.
- Highlighted different approaches used in India and Catalonia for improving learning motivation.
- Discussed how both intrinsic and extrinsic factors influence students' interest in studies.
- Shared reflections on our collaborative learning experiences and the outcomes gained.
- Concluded with an overall summary of what was learned through all COIL sessions.

ASSIGNED ROLES

- Introduction video prepared to show both countries' views on motivation in education.
- Each member recorded short clips describing methods for student engagement.
- Videos included responses and perspectives from both Indian and Catalanian participants.
- Editing and compilation of the videos were done by team members from Spain.

RECORDING PROCESS

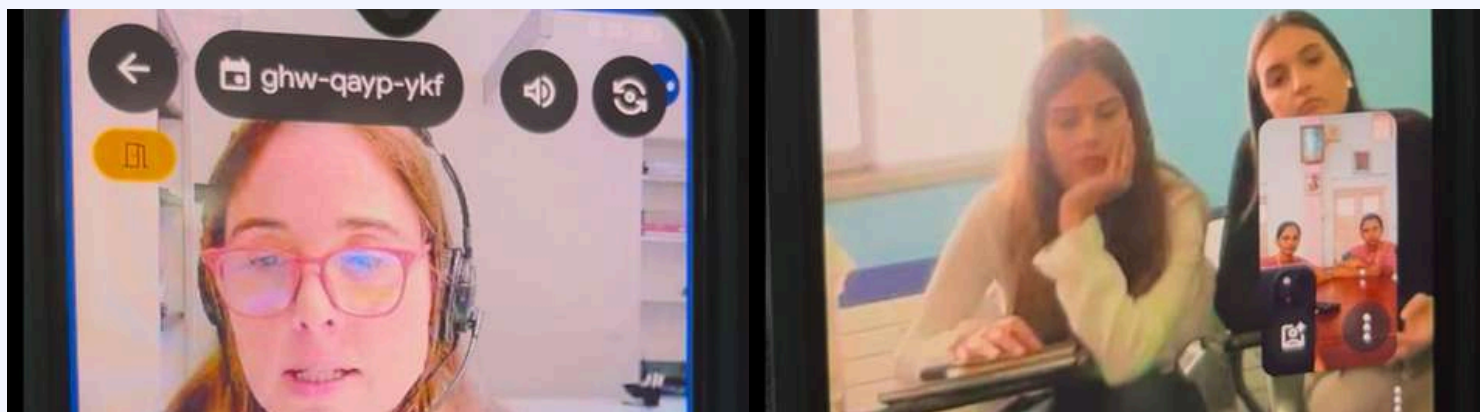
Individual responses recorded by Indian students in classroom and open space backgrounds to ensure continuity.

Each question included four responses showing different viewpoints.

Total seven videos were recorded containing twenty-eight responses.

Spain students edited and combined all videos using CapCut and Canva.

Final video was reviewed jointly and submitted through Google Drive.



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 2

Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
Session-3 on 14.10.2025
(for the academic year 2025-2026)

Sub-group-2

2 - Strategies for promoting students' motivation in learning.

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
ARUL SAIDAS H MINI V PREETHY S RAHNA SHAMEER	ANA PLA LAURA ORTEGA NICOLE SALVÀ ADRIANA REINA ISABEL PASTOR

FINALISED CONTENT OF THE VIDEO

Our video emphasises 'the strategies for improving students motivation in learning '

The traditional practices for motivating students

Highlighted the country's approach towards the students motivation

How to balance between the intrinsic and extrinsic motivation

Reflection on the experiences and learned outcome through the collaboration

Concluding with the summary of total sessions

ASSIGNED ROLES

Introduction video highlighting the country's practices and importance of motivation as a part of our education system

Video shooted as raw about the various aspects of motivation and learned outcomes

Videos have sent for the purpose of editing shared individual perspective and answers by both Indian students and catalonian students

Editing and merging of videos will be done by Adriana and jana

RECORDING PROCESS

Recorded the individual responses by the Indian students at the classroom background and the porch to maintain continuity and team spirit

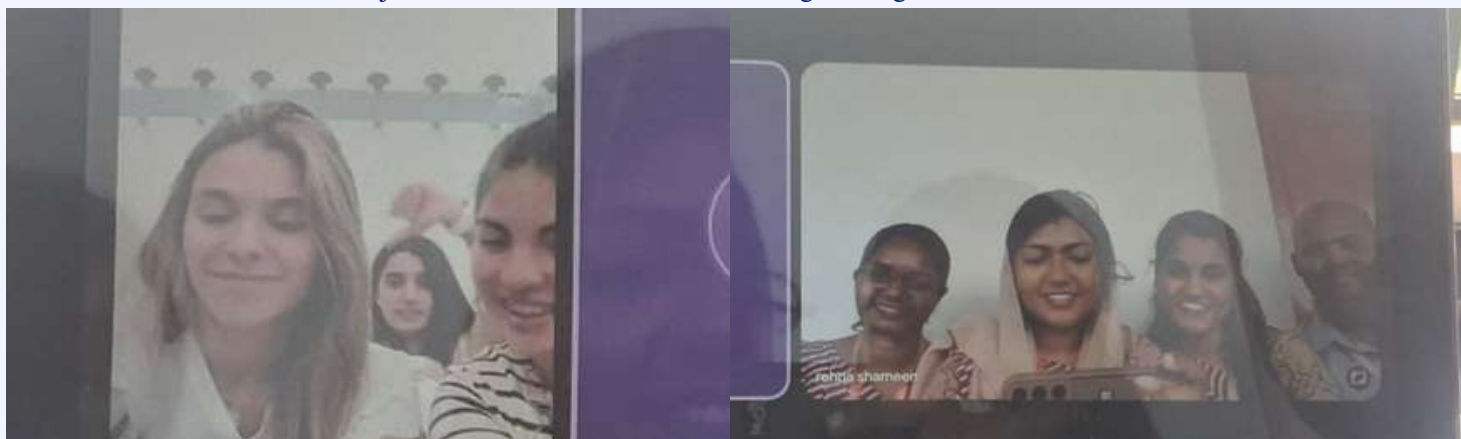
Taken 1 video providing 4 different responses for each questions

Taken total 7 Videos containing 28 responses and sented for editing purposes

Editing and combining by Spain students

Editing tools : capcut and canva

Final review and submission : joint review and submission through Google drive.



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER COIL 2025-2026

Page 3

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts Session-3 on 14.10.2025

(for the academic year 2025-2026)

Sub-group-3

3 - Technology in teacher education

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
RAMYA K K ROHINI A S SANDRA S SHARBINA SHAMSUDHEEN	BRUNA PERIS ALINA PI ANNA TORRENT ESTEL VILAR

FINALIZED CONTENT OF THE VIDEO

The video focuses on how technology supports teachers' professional development in both India and Catalonia. Highlights global similarities in using ICT, online learning, and AI-based tools for continuous teacher training. Differences are shown in infrastructure, accessibility, and policy implementation.

ASSIGNED SPEAKING ROLES

Indian Students:

- Introduction and overview of teacher professional development in India
- Examples of ICT tools used in Indian schools
- Challenges faced in Indian teacher training programs

Catalan Students:

- Overview of teacher professional development in Catalonia
- Use of online platforms and AI tools in Catalonia
- Policy differences and accessibility issues in Catalan schools

PLANNED RECORDING PROCESS

Each group will record their segments separately. Indian students to record first; Catalan students to record afterward. Review recordings for clarity and audio quality before merging.

SELECTED TOOLS FOR VIDEO EDITING

Video Editing: in-shot. Audio Enhancement: Audacity

DISTRIBUTED TECHNICAL AND CREATIVE RESPONSIBILITIES

Technical:

- Video recording setup
- Audio quality check and editing support

Creative:

- Script coordination and content flow
- Visuals and graphics for the video
- Background music and transitions



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 4

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts Session-3 on 14.10.2025
(for the academic year 2025-2026)

Sub-group-4

4 - Strategies to foster multilingual learning

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
SREELEKHA P S VENKITESH S AKSA T SUDHAN AMIKA MANOJ T	MAR COLL MARJONA SALAVEDRA JÚLIA VENTURA AINA PALLÀS

FINALIZED CONTENT OF THE VIDEO

The video will be a comparative study presented in a conversational format between the two teams, focusing on parallel topics to highlight both the Catalan and Indian points of view. The core mandate is to ensure the discussion is connected and allows for direct comparison.

ASSIGNED SPEAKING ROLES

Speaking roles are assigned by to all in groups.

PLANNED RECORDING PROCESS

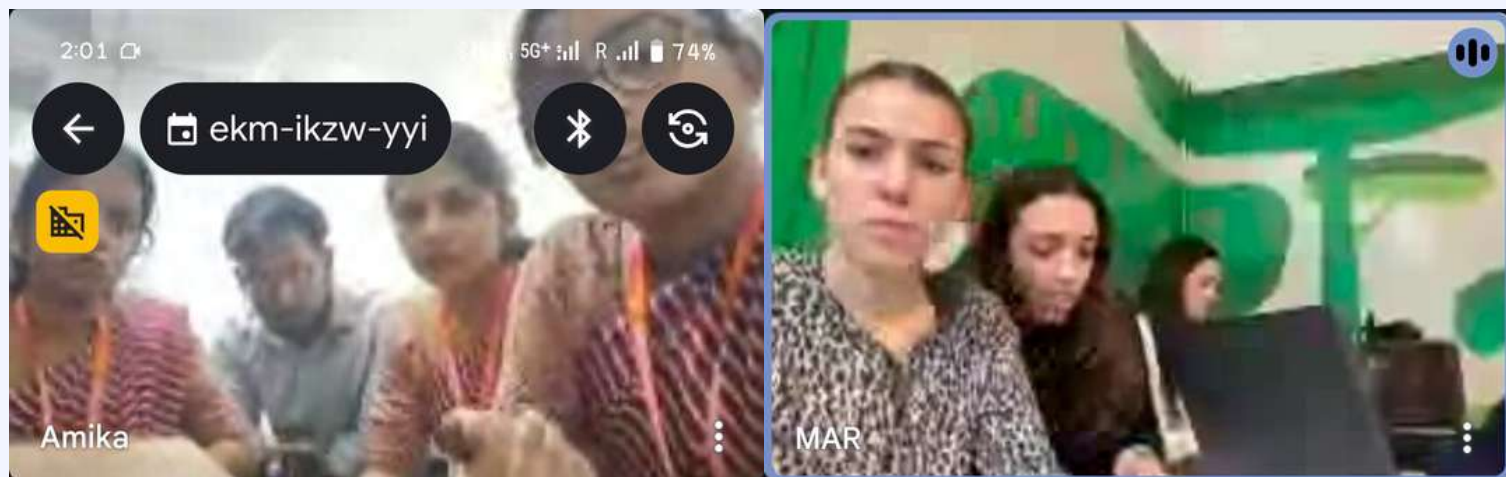
Each participant is responsible for recording their specific parts of the script once the full script, including topics and titles, is finalized. We share it in Drive.

SELECTED TOOLS FOR VIDEO EDITING

No tools have been selected as of now. Catalan team has agreed to do the editing.

DISTRIBUTED TECHNICAL AND CREATIVE RESPONSIBILITIES

Topic, content and script will be done by the whole team as per our discussions from the previous calls. And the technical duties are assigned to Catalan team for editing. We record videos in groups of 4.



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 5

Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
Session-3 on 14.10.2025
(for the academic year 2025-2026)

Sub-group-5

5 - Challenges of learning in multilingual and multicultural contexts

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
ANEESA S ASHIFA A ASHNA T S DEVIKA M	NÚRIA CASTILLO NEUS LLOVERA NEUS PONS AINA RECODER NURIA RUBIO

FINALIZED CONTENT

We have combined all the topics we have discussed in the previous sessions and have divided it with proper subtitles and has planned our presentations regarding the video, properly.

Subtopics

Introduction (Indian Students)

1. Multilingualism

- General idea
- Indian/Catalan Context

2. Challenges of Multilingualism

- General Aspect
- In educational/learning aspect or environment

3. MultiCulturalism

- General Idea
- Indian/Catalan Context

4. Challenges of Multiculturalism

- General Aspect
- In educational/ learning aspect or environment

5. Some measures to overcome these challenges. Conclusion (Catalan Students)

SPEAKING ROLES

Subtopics will be covered one by one by each members of the group respectively. Introduction will be presented by Indian students while the conclusion will be followed by Catalan students. The subtopics will be presented in Indian and Catalan perspectives respectively by the members.

RECORDING PROCESS

We will record the divided topics after preparing the materials as based on our convenience. By the end of this week we will share it with our Catalan friends and they will combine it and submit.

VIDEO EDITING

Video editing will be done by our Catalan friends as they have more technological exposure. We will upload our videos in Google drive in the link they will provide.

TECHNICAL AND CREATIVE RESPONSIBILITIES

The proper divisioning and assignment of roles are done under the leadership of Indian Students. Catalan students came forward and took all the technical responsibilities themselves. We have ensured the participation of each and every members of our group too.



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER COIL 2025-2026

Page 6

**Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
Session-3 on 14.10.2025
(for the academic year 2025-2026)**

Sub-group-6

6 - The importance of cultural competence in an inclusive environment.

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
DHEERAJ P DIVIKA S FATHIMATHUL THASNEEMA A S LAKSHMI PRIYA	NORA NOGUÉ EVA ROCH CLAUDIA SANCHEZ JUDIT OLIVA

FINALIZED CONTENT OF THE VIDEO

Our video focuses on

- The meaning and significance of cultural competence in education.
- How cultural competence is implemented differently in India and Catalonia.
- How COIL methodology helps promote intercultural understanding and collaboration.
- Reflections on our experiences, challenges, and learning outcomes from our international sessions.
- A short conclusion summarizing the value of intercultural learning.

ASSIGNED SPEAKING ROLES

Introduction (10 minutes approx.):

Indian Students → Dheeraj, Divika, Fathimathul Thasneema A. S., Lakshmi Priya

Catalan Students → Eva, Claudia, Nora, Judit

MAIN CONTENT:

- Cultural competence explanation – Judit (j), Nora (n)
- Indian practices and examples – dheeraj, divika
- Catalan practices and examples – Catalan team
- COIL methodology – Shared by both groups
- Session reflections and differences – Both teams alternating
- Conclusion: Summarized one representative from both groups.

PLANNED RECORDING PROCESS

- Each group will record their parts separately (Catalan students in Spain, Indian students in Kerala).
- The video will be edited together to maintain continuity and visual balance.
- Background visuals: classrooms, cultural clips, or PowerPoint slides.
- Duration: Approximately 10–12 minutes in total.
- Coordination is done through WhatsApp and Google Meet for timing and transitions.

SELECTED TOOLS FOR VIDEO EDITING

- Editing Software: CapCut and Canva
- Voice Recording: Mobile voice recorders for clear audio.
- File Sharing: Google Drive for exchanging videos and scripts.

DISTRIBUTED TECHNICAL AND CREATIVE RESPONSIBILITIES

- Script Preparation: Both teams collaboratively through Google Docs.
- Video Recording: Catalan team will be recorded as they have more technical advancement than us.
- Video Editing & Merging: Catalan team.
- Subtitles & Transitions: Indian team.
- Voice and Presentation Design: Shared between both teams.
- Final Review and Submission: Jointly reviewed on Google Meet.



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 7

Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
Session-3 on 14.10.2025
(for the academic year 2025-2026)

Sub-group-7

7 - Impact of Globalization in our countries that can benefit educational opportunities.

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
LEYA SUSAN MATHEW NIMMI S NATH SUHAILA HARIS SWETHA P G	SANDRA FRANCH NIL GARRIDO MARINA NADAL CARLA XARGAYÓ

FINALIZED CONTENT OF THE VIDEO:

Our group finalized the video content based on the main topic, “The Impact of Globalization in Our Countries and Its Benefits in Educational Opportunities.” We focused on various aspects such as the role of educational apps in enhancing learning, the similarities and differences between Spanish and Indian students, and the importance of language especially English in a globalized education system. We also discussed the differences and similarities between the Catalan and Indian curricula, as well as the cultural impacts of globalization on both societies.

ASSIGNED SPEAKING ROLES:

Speaking roles were distributed among all members. The Catalan students will handle the introduction part, while the Indian students will present the conclusion. The rest of the sections are divided equally among both teams, ensuring balanced representation and participation.

PLANNED RECORDING PROCESS:

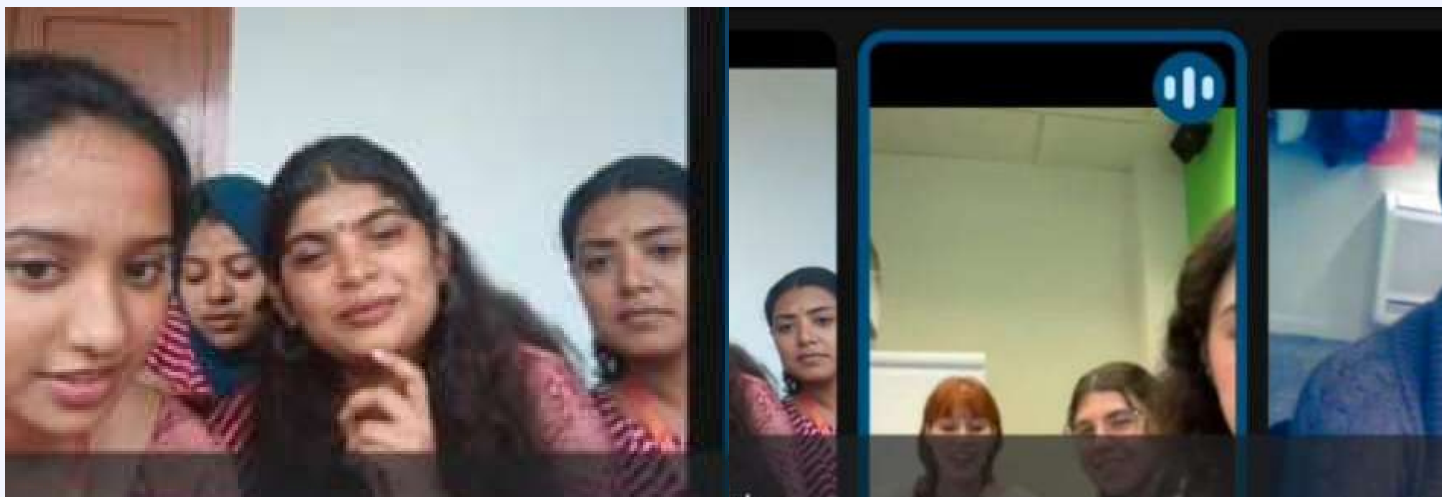
Each participant will record their respective parts individually. Later, all recorded clips will be compiled and edited together to maintain flow, continuity, and accuracy in the final presentation. This method was chosen to overcome time zone differences and ensure flexibility for everyone.

SELECTED TOOLS FOR VIDEO EDITING:

The group collectively decided to use the iMovie app for video editing, as suggested by the Catalan students. The platform’s easy editing features and smooth integration will help in merging clips effectively and enhancing the overall presentation quality.

DISTRIBUTED TECHNICAL AND CREATIVE RESPONSIBILITIES:

A shared Google Document was used to prepare the entire script and divide content sections, Spanish students handled the Spain-related parts, and Indian students worked on the Indian sections. We also created a PowerPoint presentation to complement the video. Specific editing and merging responsibilities were assigned to the Catalan students, who will compile the final version after receiving all the clips.



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 8

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts Session-3 on 14.10.2025
(for the academic year 2025-2026)

Sub-group-8

8 - Comparison of the assessment practices in both countries

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
GOPIKA V M SNEHA R SNIGDHA G VINUSREE P V	EMMA PALAHÍ CLARA COROMINES CARLA DOMENECH LAIA SOLER AIDA BURGAS

FINALIZED CONTENT OF THE VIDEO :

- Our video is about the comparison of assesment practice in india and catalonia.
- Introduction
- Discuss of earlier sessions and article chosen
- Comparison of assessment practice
- Conclusion

ASSIGNED SPEAKING ROLES

Assessment practice in india :

Intro - Gopika

Comparison of assessment practice in india - Vinusree

Comparing indian and western Education system : A path to improvement - Snigdha

Continuous and comprehensive evaluation : Ah study of Teachers perception - Sneha

Assessment practice in catalonia by gerona students

Intro and assesment practice in cataonia.

PLANNED RECORDING PROCESS

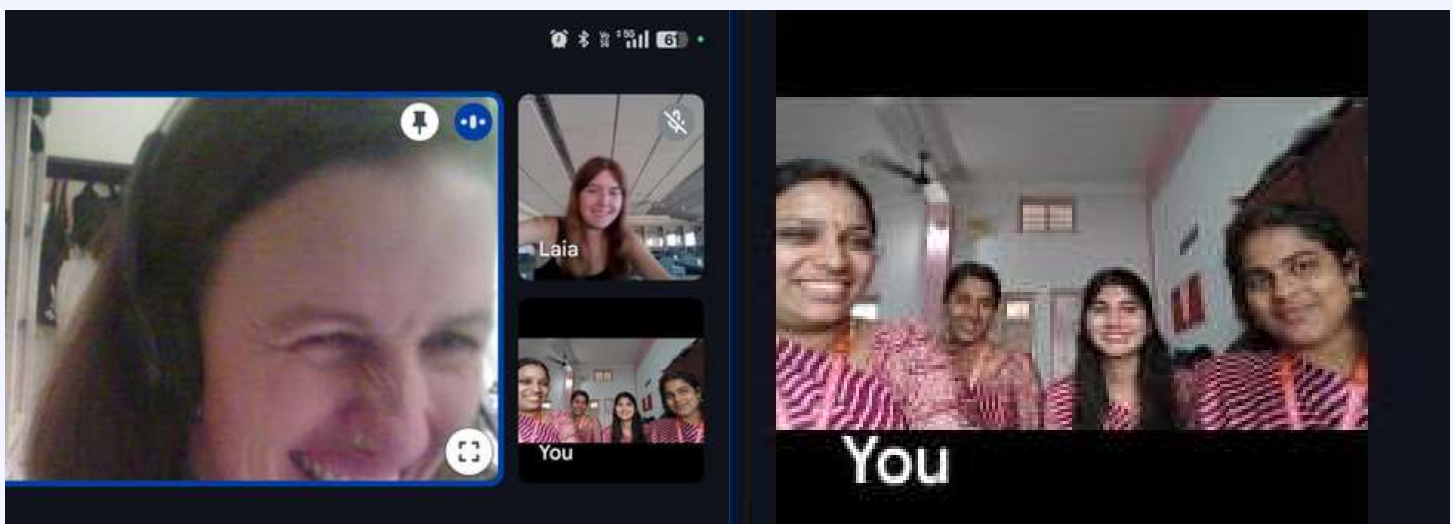
10 minute each Group for presentation.

SELECTED TOOLS FOR VIDEO EDITING

As Girona students has more facilities they will choose convenient tools for our video editing.

DISTRIBUTED TECHNICAL AND CREATIVE RESPONSIBILITIES.

We will cut our full length portions into parts and send to the gerona students and they will join their parts alternatively and make into one video accordingly.



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER COIL 2025-2026

Page 9

**Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
Session-3 on 14.10.2025**

(for the academic year 2025-2026)

Sub-group-9

9 - Comparison of current educational reforms in both countries

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
AKSHAY S NAIR AMRITHA V GAYATHRI P SHAHIDA SHAHARBAN P	MARIA MATAS ESTHER NOGUERA LAIA VARGAS CARLA LLACH

FINALISED CONTENT OF THE VIDEO

The video focuses on the 'Comparison of educational reforms in both countries'.

Highlights general structure and goals, curriculum and subjects, and teaching methods. Finally, the general comparison and conclusion.

ASSIGNED SPEAKING ROLES

Introduction - Catalan student

Subtopics are divided to both Indian and Catalan students accordingly and each member would talk about one subtopic.

Joint closing by all members.

PLANNED RECORDING PROCESS

We will record our respective parts and share with the Catalan students.

TOOLS FOR VIDEO EDITING

Combining and editing the video will be done by our Catalan friends.

DISTRIBUTED TECHNICAL AND CREATIVE RESPONSIBILITIES

Script preparation done by Catalan students using the google document provided by us through whatsapp.

Video editing and merging will be done by Catalan students.

All members will take part in the video presentation.



To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 10

Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
Session-3 on 14.10.2025
(for the academic year 2025-2026)

Sub-group-10

10 - Challenges and Opportunities of Future teachers

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
SHAMSEENA M P SILPA S SREEYA G AISWARYA KRISHNA K R	LAIA MORENO CLÀUDIA NOGUER MARINA TORRENT CLÀUDIA SORS

FINALIZED CONTENT OF THE VIDEO

The video highlights Career and Opportunities for Future Teachers in India and Catalonia.

Key areas include:

Introduction: Teaching as a noble profession shaping future generations.

Teaching as a Career: Growing respect and demand for skilled teachers globally.

Teacher Education and Training: Overview of training programs, qualifications, and skill development.

Career Opportunities: Roles in schools, higher education, research, online platforms, and educational technology.

Challenges: Need for digital competence, balancing modern and traditional methods, and policy variations between India and Catalonia.

Professional Growth: Lifelong learning through workshops and professional development programs.

Global Perspective: Comparison of teacher career structures in both regions.

Conclusion: Encouraging teachers to view the profession as a lifelong mission of learning and innovation.

PLANNED RECORDING PROCESS

- Each team will record their segments after script preparation.
- The Indian team records first and uploads clips to Google Drive.
- The Catalan team records next and merges all sections into a single video.
- All clips will be reviewed for audio clarity, lighting, and smooth transitions before final submission.

TOOLS FOR VIDEO EDITING

Editing: CapCut / InShot

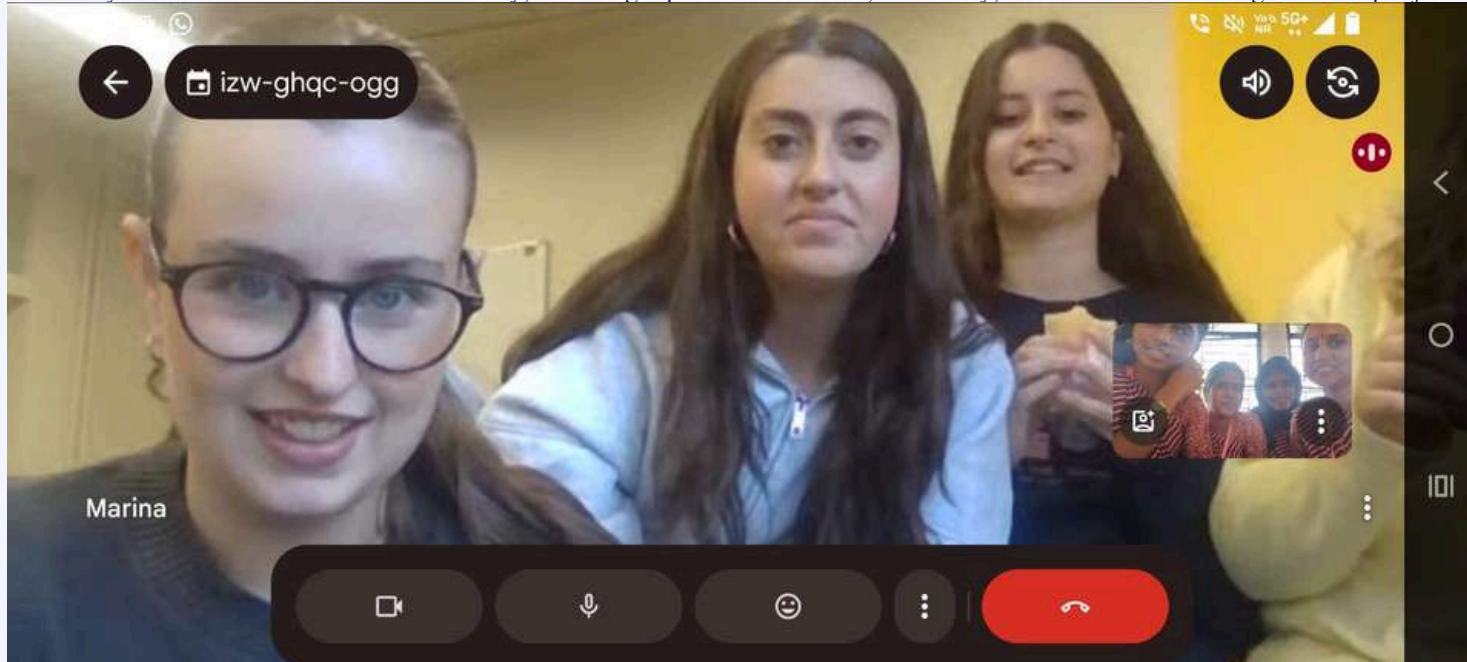
Audio Enhancement: Audacity

These tools will ensure clear sound, smooth transitions, and quality visuals.

TECHNICAL AND CREATIVE RESPONSIBILITIES

Technical: Setting up equipment, maintaining audio-video quality, file management, and final compilation.

Creativity: Both teams collaborated actively, ensuring equal contribution, creativity, and teamwork throughout the project.



ALATHUR, PALAKKAD, KERALA, INDIA.

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 11

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts Session-3 on 14.10.2025
(for the academic year 2025-2026)

Sub-group-11

11 - Necessities in pre-service teacher training for multicultural contexts

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
ANILA J FATHIMA ROOBY P KRIPA K MRUTHULA M NANDANA VENUGOPAL M NANDHANA M	ROSALÍA GONZÁLEZ XÈNIA SANS IONA HUETE

FINALIZED CONTENT

we have combined all the topics that we discussed earlier and we divide each topics among us and we present it

- Multi culturalism
- Role of teachers
- Challenges of multiculturalism

SPEAKING ROLES

Subtopics will be covered by each members of the group .All the topics presented by all the members from both Indian and Catalan on thier own view point. Through that we can able to open up all the members in the group.

RECORDING PROCESS

We record each section to make a continuous and accurate video for the last submission and also we shared that to our Catalan friends. They not able to record it because of some technical problems.

VIDEO EDITING

Video editing will be done by our Catalan friends . We will upload our Videos to them as per their instruction.

TECHNICAL AND CREATIVE RESPONSIBILITY

The proper divisioning and assigning of roles are under the leadership of Indian students. Catalan students came forward and took all the technical responsibilities themselves.



BRAHMANANDA SWAMY SIVAYOGI (BSS)

B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



October 2025
Vol 1

IQAC NEWSLETTER

COIL 2025-2026

Page 12

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts Session-3 on 14.10.2025

(for the academic year 2025-2026)

Sub-group-12

12 - Technology in teacher's professional development

INDIAN (BSS STUDENTS)	CATALON (GIRONA UNIVERSITY STUDENTS)
NANDHANA V RAHANA A REVATHI L RIHANATH A SHAHANA MOL S SURYA KRISHNA V	IRENE DEL AMO MARIA SERRA ALEIX CODINA CLAUDIA GAY NÚRIA BRUSI

FINALIZED CONTENT OF THE VIDEO

The video focuses on how technology supports teachers' professional development in both India and Catalonia. It highlights global similarities in using ICT, online learning, and AI-based tools for continuous teacher training. Differences are shown in infrastructure, accessibility, and policy implementation. Indian initiatives such as DIKSHA, SWAYAM, and NISHTHA are compared with Catalonia's digital classrooms, European teacher training programs, and EdTech integration. The conclusion emphasizes a shared goal: empowering teachers as innovative, lifelong learners in a technology-driven world.

ASSIGNED SPEAKING ROLES

Indian Students:

Introduction and explanation of Indian context, including major initiatives and challenges.
Discuss government programs and teacher training experiences.

Catalan Students:

Describe Catalan classroom practices and use of ICT in teacher development.
Explain European approaches and innovations in digital pedagogy.

Joint Section:

Present similarities, contrasts, and joint conclusion highlighting global collaboration.

PLANNED RECORDING PROCESS

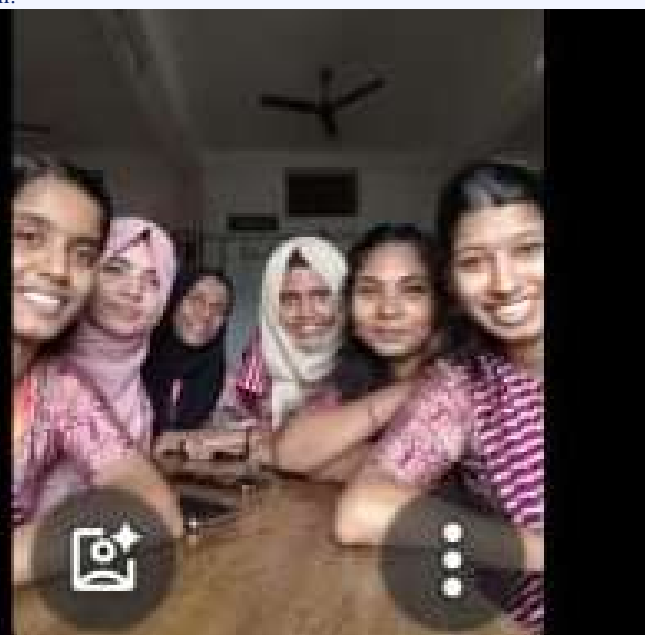
- Opening and closing scenes recorded jointly via online meeting platform (Zoom/Google Meet).
- Individual country segments recorded locally in classrooms or labs.
- Background visuals: digital classrooms, training sessions, and online learning clips.
- Final video compiled with voiceovers and subtitles in English for clarity.

SELECTED TOOLS FOR VIDEO EDITING

- Editing Software: CapCut / Canva Video / InShot
- Presentation Tools: PowerPoint / Prezi for visuals and infographics
- Audio & Subtitles: Audacity for voice editing, Veed.io for subtitles
- File Sharing: Google Drive or Padlet for exchanging clips and drafts.

DISTRIBUTED TECHNICAL AND CREATIVE RESPONSIBILITIES

- Indian Team: Content writing, voice recording, and Indian visual collection.
- Catalan Team: Video editing, subtitle creation, and background music selection.



Collaborative Online
International Learning
(COIL)
in Teacher Education:
Exploring Indian and
Catalan Educational
Contexts

Closure Meeting
18.11.2025
14:30 IST





To be the epitome of humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE

(RECOGNISED BY NCTE & AFFILIATED TO THE UNIVERSITY OF CALICUT)
NAAC ACCREDITED B++ GRADE & KIRF RANK BAND-1
Alathur P O, Palakkad- 678541 Kerala



**COLLABORATIVE ONLINE INTERNATIONAL LEARNING (COIL)
IN TEACHER EDUCATION: EXPLORING INDIAN AND CATALAN
EDUCATIONAL CONTEXTS**
(for the academic session 2025-2026)



10:00 CET / 14:30 IST

Closure Meeting

18.11.2025 10:00 am CET / 01:30 IST

PROGRAMME AGENDA



Guruvandhanam

Project Acknowledgments

Dr.K.S.Balambika

Principal

BSS B.Ed Training College
Alathur, Kerala, India.

Welcome to the Closure Meeting

Ms Maria Pelach Paniker

Vice-chairperson

Ramuni Paniker Trust, Barcelona, Spain

Welcome to the Closure Meeting

Mr.Albert Pelach

Secretary

Ramuni Paniker Trust, Barcelona, Spain

Conclusions

Students from India

BSS B.Ed Training College (Alathur, India)

Students from Catalonia

University of Girona (Catalonia, Spain)

Comments from the Project Leaders

Dra.Karo Kunde

Project Head (Spain)

Professora Lectora Serra Hunter,
Departament de Didactiques, Especificques
Universitat de Girona, Facultat d'Éduccaci

Mr.Charles F

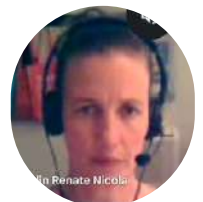
Project Head (India)

Assistant Professor, Department of Education
BSS B.Ed Training College, Alathur, Kerala

Presentation of Participation Certificates

Convenors of the International Project

National Anthem



10:30 CET / 15:00 IST



To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



November 2025
Vol I

IQAC NEWSLETTER COIL 2025-2026

Page 1

Closure Meeting of Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts (18.11.2025) for the academic year 2025-2026

ABOUT COIL

Collaborative Online International Learning (COIL) responds to this need by integrating international collaboration into the curriculum. It enables students and educators from different countries to engage in co-designed, co-led projects through structured online interaction.

COIL initiative jointly undertaken by students from BSS B.Ed Training College (Alathur, India) and the University of Girona (Catalonia, Spain).

Through this process, students not only deepen their understanding of the subject matter but also develop essential transversal skills such as cultural awareness and sensitivity, adaptability, empathy, recognition of cultural differences, communication strategies, and self-awareness.

ABOUT COIL 2025-2026

Project confirmation made on 3rd July, 2025 and the project heads, titles, timings and population were finalized on 16th September, 2025. The international project was officially inaugurated on 23rd September, 2025 and a brief orientation was organized on 24th September, 2025 to our student-teachers.

There were four synchronizing sessions conducted on 30th September, 2025, 7th, 14th and 21st October, 2025. Meanwhile asynchronous sessions were conducted using different digital platforms.

ABOUT COIL CLOSURE MEETING

The closure meeting of the COIL Project was held on 18th November, 2025 with all the heads and project co-ordinators at 03:30pm IST. The core agenda of the meeting were to acknowledge the efforts and success of the project. The meeting was concluded at 02:30pm IST with enough fruitful conclusions.



To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



November 2025
Vol I

IQAC NEWSLETTER COIL 2025-2026

Page 2

GURUVANDANAM

The closure meeting was commenced with an auspicious prayer song 'Guruvandanam' sung by Fathimalthul Thasneema, department of English which was given the blessings of the almighty.

WELCOME ADDRESS

The welcome addresses were delivered by Dr. Balambika, the Principal, BSS B.Ed Training College, Alathur India, Ms Maria Pelach Paniker, Vice-chairperson, Ramuni Paniker Trust, Barcelona, Spain and Mr. Albert Pelach, Secretary, Ramuni Paniker Trust, Barcelona, Spain.

CONCLUSIONS FROM THE STUDENT-TEACHERS OF INDIA AND SPAIN

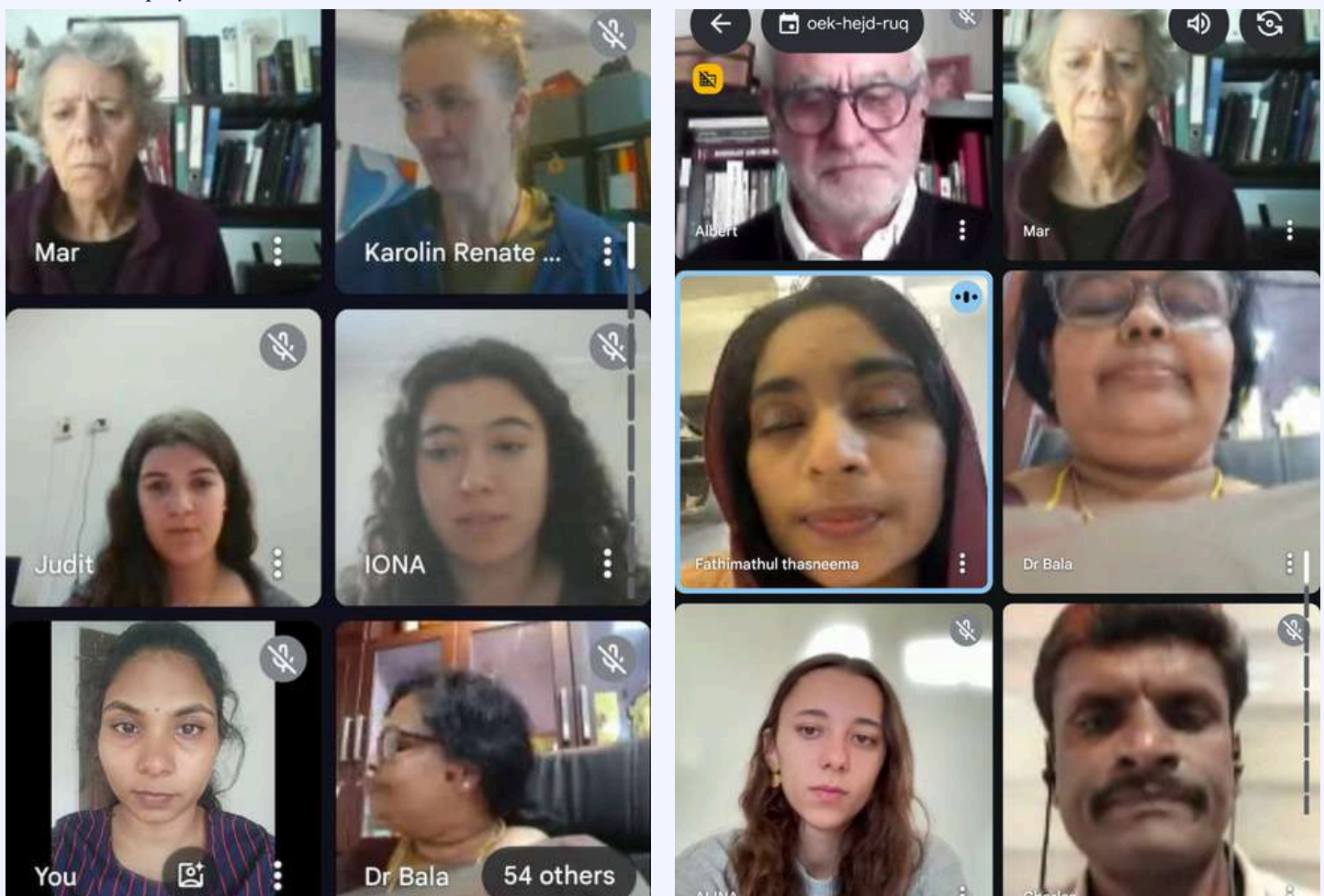
The pre-service teachers from both the institutions were delivered their concluding statements by means of learning, experiences, feedback and benefits through this COIL project.

ACKNOWLEDGEMENTS

The International Project was acknowledged by Dr. Balambika, the Principal, BSS B.Ed Training College, Alathur India and Mr. Albert Pelach, Secretary, Ramuni Paniker Trust, Barcelona, Spain by highlighting its vision.

COMMENTS FROM THE PROJECT HEAD

The project heads of COIL-2025 Mr. Charles F from India and Dr. Karo Kunde from Catalonia delivered the comments on the international project.



ALATHUR, PALAKKAD, KERALA, INDIA.

To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



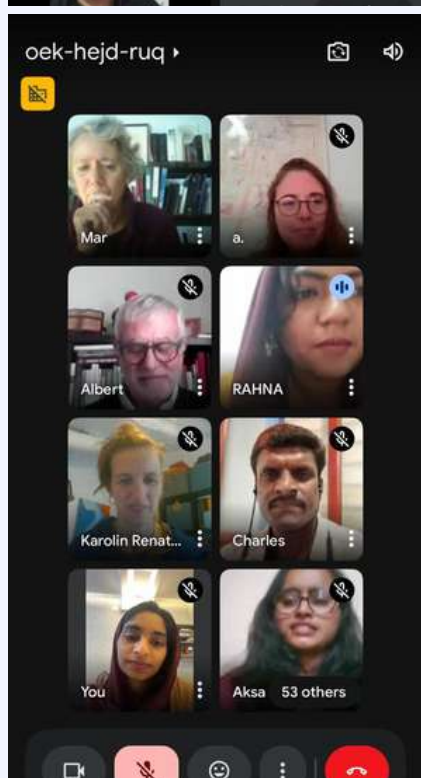
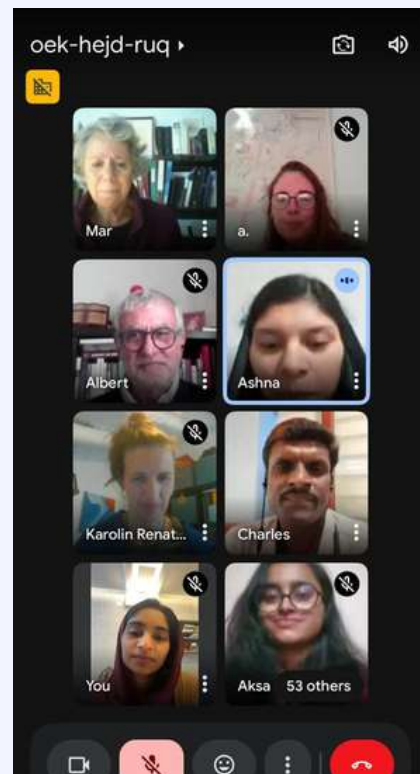
November 2025
Vol I

IQAC NEWSLETTER

COIL 2025-2026

Page 3

PHOTO GALLERY



To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1

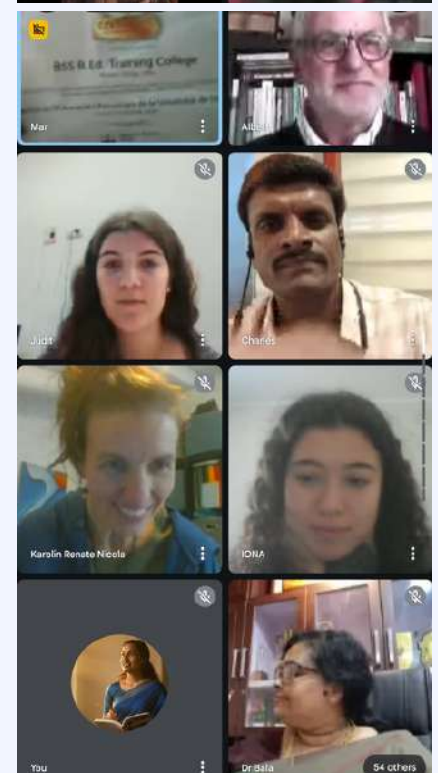
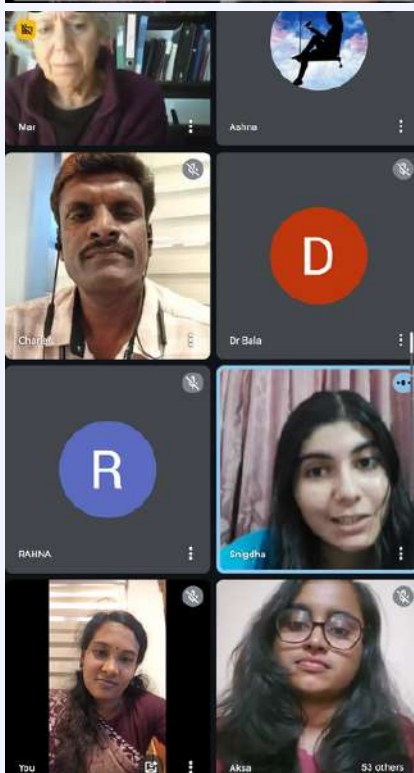
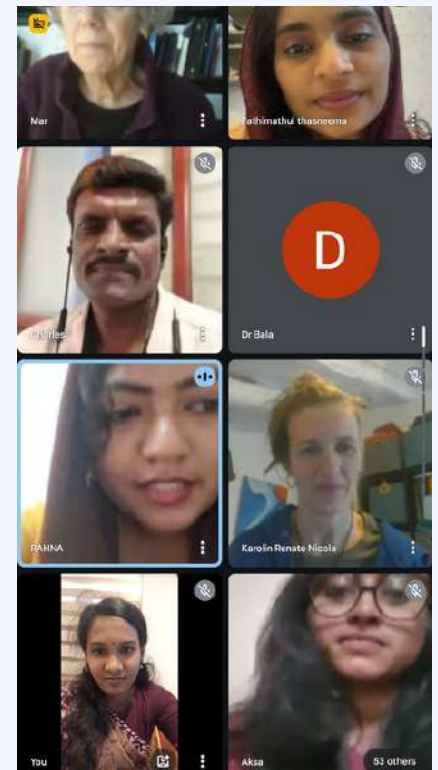


November 2025
Vol I

IQAC NEWSLETTER COIL 2025-2026

Page 4

PHOTO GALLERY



ALATHUR, PALAKKAD, KERALA, INDIA.

INTERNATIONAL PROJECT

PROJECT TITLE

COLLABORATIVE ONLINE INTERNATIONAL LEARNING (COIL) IN TEACHER EDUCATION: EXPLORING INDIAN AND CATALAN EDUCATIONAL CONTEXTS

**ACADEMIC SESSION
2025 - 2026**

CONCLUSION

The Collaborative Online International Learning (COIL) in Teacher Education project between BSS B.Ed Training College, Alathur (India) and the Facultat d'Educació i Psicologia, University of Girona (Catalonia, Spain) exemplifies the transformative potential of virtual international collaboration in higher education. Through structured online engagement, pre-service teachers from two distinct cultural and educational contexts collaborated to explore pedagogical practices, share perspectives, and develop intercultural understanding.

This experience has shown that meaningful internationalization of education can be achieved without physical mobility. By leveraging technology, COIL provided an equitable and inclusive platform for global learning, enabling students to develop essential 21st-century skills such as digital literacy, communication, adaptability, and empathy. Furthermore, it reinforced the idea that education flourishes when collaboration transcends borders and cultures.

This initiative not only enhanced the professional growth of participating students but also strengthened institutional ties, creating a foundation for future joint ventures in teacher education. As higher education evolves in the digital era, COIL stands as a sustainable and innovative model for fostering global citizenship, intercultural competence, and collaborative learning among educators of the future.

As education continues to evolve in the digital age, Collaborative Online International Learning offers a forward-looking model of inclusivity and innovation. It empowers future educators to connect, collaborate, and create knowledge across borders—nurturing a generation of teachers who are not only pedagogically skilled but also globally conscious and culturally responsive.

INTERNATIONAL PROJECT

PROJECT TITLE

COLLABORATIVE ONLINE INTERNATIONAL LEARNING (COIL)
IN TEACHER EDUCATION: EXPLORING INDIAN AND CATALAN EDUCATIONAL CONTEXTS

ACADEMIC SESSION
2025 - 2026

FUTURE SCOPE AND RECOMMENDATIONS

Building on the success of the COIL initiative, several pathways exist to extend its reach and deepen its impact:

1. Expansion of Collaborative Networks:

Future COIL projects can involve additional institutions across different regions, enriching intercultural perspectives and creating a broader global learning community.

2. Integration into Curriculum:

Embedding COIL modules as a regular component of teacher education curricula will ensure that intercultural collaboration becomes a sustained and integral learning experience.

3. Enhanced Technological Support:

Strengthening digital infrastructure and providing training in online learning tools will help ensure effective communication and participation among all stakeholders.

4. Continuous Faculty Development:

Workshops and professional exchanges for faculty members will enhance their ability to design and evaluate COIL projects effectively, while fostering mutual learning and pedagogical innovation.

5. Research and Dissemination:

Documenting and publishing the outcomes and insights of COIL experiences will contribute to global scholarship on internationalized education and virtual pedagogy.

6. Sustainability and Long-Term Engagement:

Formal institutional agreements, periodic evaluations, and follow-up projects will help sustain partnerships and ensure long-term academic collaboration.

COIL International Project Guidelines

PROJECT TITLE

**Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and
Catalan Educational Contexts**

FOUR SESSIONS



Academic Session
2025 - 2026



To be the epitome of humanity

**BRAHMANANDA SWAMY SIVAYOGI (BSS)
B Ed TRAINING COLLEGE**

**NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1
(RECOGNISED BY NCTE & AFFILIATED TO THE UNIVERSITY OF CALICUT)**

Alathur P O, Palakkad- 678541 Kerala

04922 -224415 **bssaltr@gmail.com** **www.bsstcaltr.com**

To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



International Project COIL GUIDELINES

Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
(for the academic year 2025-2026)

ABOUT COIL

Collaborative Online International Learning (COIL) responds to this need by integrating international collaboration into the curriculum. It enables students and educators from different countries to engage in co-designed, co-led projects through structured online interaction.

COIL initiative jointly undertaken by students from BSS B.Ed Training College (Alathur, India) and the University of Girona (Catalonia, Spain).

Through this process, students not only deepen their understanding of the subject matter but also develop essential transversal skills such as cultural awareness and sensitivity, adaptability, empathy, recognition of cultural differences, communication strategies, and self-awareness.

ABOUT COIL 2025-2026

This International Project is continuing for the second academic year preceded the academic year 2024-2025 where our student-teachers gained knowledge in tune with the objectives of the Memorandum of Understanding (MoU) between the Institutions.

In continuation of the quality Initiative, the International Project is proposed to commence for the academic year 2025-2026 and the formal symposium was held on 3rd June 2025.

BRIEF DESCRIPTION

In today's increasingly interconnected world, fostering global awareness, intercultural competence, and collaborative skills within higher education is more crucial than ever. Collaborative Online International Learning (COIL) responds to this need by integrating international collaboration into the curriculum. It enables students and educators from different countries to engage in co-designed, co-led projects through structured online interaction (Hackett et al., 2024).

COIL is an innovative way that offers students the opportunity to gain meaningful intercultural experiences without the financial or time burdens often associated with physical mobility programs. As such, it represents an inclusive and accessible approach to international education. By connecting learners across geographical and cultural boundaries, COIL supports the development of a global learning community. It encourages contextualized learning through engagement with real-world challenges and peer collaboration (Rakhma, 2024).

Beyond intercultural exchange, COIL also enhances digital literacy and communication skills among both students and educators. Furthermore, it fosters the creation of international networks that may prove valuable in future academic or professional contexts.

This proposal outlines a COIL initiative jointly undertaken by students from BSS B. Education Training College (Alathur, India) and the University of Girona (Catalonia, Spain). Over the course of one month, participating students collaborate weekly in international teams to prepare a video presentation on a topic related to educational or cultural dimensions in pre-service teacher training. Through this process, students not only deepen their understanding of the subject matter but also develop essential transversal skills such as cultural awareness and sensitivity, adaptability, empathy, recognition of cultural differences, communication strategies, and self-awareness.

Aligned with recent pedagogical trends prioritizing how students learn over what they learn (Kučerová, 2023), this initiative places a strong focus on interactive, experiential, and collaborative learning. By integrating COIL into teacher training, the project aims to enrich educational practices while equipping future educators with the tools to thrive in a globalized teaching environment.

To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



International Project COIL GUIDELINES

Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
(for the academic year 2025-2026)

METHODOLOGY

The project is organized around four weekly synchronous online sessions, complemented by asynchronous group work. The first session serves as an icebreaker, helping students build rapport and establish trust within their international teams. The following meetings are focused on the planning and creation of a joint video presentation on a topic relevant to pre-service teacher training. Between live sessions, students collaborate asynchronously using digital tools to advance their project. This structure supports flexibility while fostering teamwork and digital communication skills. Educators from both institutions guide the process, facilitating discussions and supporting group dynamics as needed.

LEARNING OBJECTIVES

- Foster intercultural competence by encouraging students to engage with diverse educational and cultural perspectives through collaborative international learning.
- Enhance English language proficiency, both oral and written, by engaging students in structured, formal communication tasks related to the development of an educational presentation.
- Develop strategies and pedagogical resources for supporting language acquisition in multilingual and multicultural classroom settings.
- Promote critical reading and reflection through the analysis and discussion of texts relevant to education and intercultural learning.
- Encourage reflection on teaching practices by comparing and discussing educational systems, classroom methodologies, and teacher roles across cultures.

LESSON PLAN

The COIL project is structured over four weekly synchronous sessions, supported by asynchronous preparation and communication. Students from both institutions collaborate in international groups of 8–10 participants, with 4–5 students from each university. Prior to the first session, students select one of the proposed topics, thereby forming their working groups based on shared interests. Participants are expected to prepare in advance for each session to ensure meaningful and productive interaction.

To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



International Project COIL GUIDELINES

Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
(for the academic year 2025-2026)

SYNCHRONOUS SESSIONS

SESSION 1: ICEBREAKER AND PLANNING

Outcomes: Establish interpersonal connections and lay the foundation for intercultural collaboration.

- Welcome session: Introduction to the project in a shared platform (e.g. teams) for all the students. Afterwards students split up into groups in individual online classrooms (set up previously by the professors).
- They introduce themselves and engage in an icebreaker activity. One recommended activity is “Two Truths and a Lie”, where each student shares three statements about their culture—two true and one false—which peers must identify.
- Group members share personal interests and cultural insights to build rapport.
- Each group discusses and agrees on the preferred means of asynchronous communication (e.g., email, WhatsApp, shared platforms), and exchanges relevant contact information.

SESSION 2: SHARING INITIAL PERSPECTIVES

Outcomes: Explore the topic through personal, cultural, and contextual lenses.

- -Students share prior knowledge, personal experiences, and initial thoughts on the chosen topic.
- Participants present the educational or cultural context of the topic within their respective countries.
- Groups select articles and distribute tasks for reading and research to prepare for a deeper discussion in the following session.

SESSION 3: CRITICAL DISCUSSION AND STRUCTURING CONTENT

Outcomes: Engage in a grounded, academic discussion informed by relevant literature.

- -Students present insights gathered from assigned readings.
- The group collaboratively constructs a structured discourse on the topic, integrating both theoretical perspectives and cross-cultural comparisons.

SESSION 4: VIDEO PRODUCTION AND FINAL COORDINATION

Outcomes: Finalize content and produce a collaborative video presentation.

- Students decide on the final structure and content of the video, assign speaking roles, and plan the recording process.
- The group selects tools for video editing and sharing (e.g., YouTube, Vimeo, Google Drive) and determines a timeline for completing the project.
- Technical and creative responsibilities are distributed among group members to ensure equal participation.

To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



International Project COIL GUIDELINES

Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
(for the academic year 2025-2026)

ASYNCHRONOUS SESSIONS

Reflections, planning, working proposals and other forms of collaboration are expected to be continued through asynchronous communication.

- In particular, the video production process will take place during these asynchronous exchanges.

SESSIONS AND SCHEDULE

- The project will take place over four consecutive weeks from September 30 - October 24, 2025.
- Synchronous classes will last 1 hour per week.
- Tuesdays 10:00-11:00 AM (CET) / 1.30-2.30 PM (IST).
- Alternatively, the entire group may meet together on either Wednesday or Thursday, depending on what works best for the Indian University.

PLATFORM FOR THE SYNCHRONOUS MEETINGS

- For the first meeting—which includes an initial plenary session with all students, followed by small-group sessions—we propose using Google Meet. One shared virtual main classroom will be set up for the full group, along with 12 separate breakout rooms, one for each working group.
- Students are welcome to continue using these Meet rooms for subsequent meetings. However, they may also choose to use other platforms if technical issues arise or if another tool is more convenient for the group. In such cases, the choice of platform should be communicated to the coordinating professors, so they can join the meeting and assist with any issues.
- If desired, each session can begin with an initial plenary session in the main classroom before transitioning into group-specific work.

TOPICS

Each student must choose one topic to work on during the international online collaboration (max. 4-5 students per group and country, total of 8-10 students per topic).

- 1 - Strategies for promoting students' engagements in learning.
- 2 - Strategies for promoting students' motivation in learning.
- 3 - Technology in teacher education
- 4 - Strategies to foster multilingual learning
- 5 - Challenges of learning in multilingual and multicultural contexts
- 6 - The importance of cultural competence in an inclusive environment.
- 7 - Impact of Globalization in our countries that can benefit educational opportunities.
- 8 - Comparison of the assessment practices in both countries
- 9 - Comparison of current educational reforms in both countries
- 10 - Challenges and Opportunities of Future teachers
- 11 - Necessities in pre-service teacher training for multicultural contexts
- 12 - Technology in teacher's professional development

To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



International Project COIL GUIDELINES

Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
(for the academic year 2025-2026)



VIDEO PRESENTATION GUIDELINES

The video must be a joint effort between students from both institutions and should clearly reflect contributions from all group members. It must be co-created and co-presented by both subgroups (Indian and Catalan students).

The video should:

- Present a theoretical framework relevant to the topic, supported by scholarly sources.
- Integrate cross-cultural comparisons where appropriate, highlighting similarities and differences between the Indian and Catalan educational and/or cultural contexts.
- Be 15 to 30 minutes in length.
- Be posted on an online platform (e.g., Google Drive, YouTube, Vimeo...) and the link must be submitted to both professors by the deadline.

Students are encouraged to:

- Distribute speaking roles, technical tasks, and content development responsibilities equitably across both subgroups.
- Ensure the final product reflects a balanced intercultural collaboration, not two separate parts edited together.



PROJECT SUBMISSION

- Deadline: second week of November (provisional, pending publication of the academic calendar)
- Each group must submit a link to their final video presentation to both instructors.



ASSESSMENT

- Each University will apply its own assessment criteria. The rubric used by the University of Girona is included in the annex.

To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



International Project COIL GUIDELINES

Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
(for the academic year 2025-2026)

ASSESSMENT RUBRIC FOR THE VIDEO PRESENTATION

Group	Activity			
	Excellent (9-10)	Good (7-8)	Need improvement (5-6)	Low performance (2-4)
Theoretical framework	Activity explicitly related to specific theory about the chosen topic. Students show a deep knowledge of their topic.	Activity is based on a general theoretical framework, not expanded through the presentation. Students are at ease with the information presented.	Poor theoretical framework, but related to the activity. Students provide some information in the presentation but show lack of confidence.	No theoretical framework or poor theoretical framework linked to the activity. Students show poor knowledge about the topic presented.
Formal aspects: organization, body language, materials, elocution...	The online oral presentation is well-structured. The information provided is clear and effective. The language used to communicate is appropriate to the context or the audience and generates interest. Non-verbal communication efficiently supports the message presenters excel at maintaining the audience's attention through voice control (tone of voice, intonation...). The presentation is fluent, with accurate pronunciation and outstanding use of grammar.	The online oral presentation's structure is correct. The information provided is quite clear and effective. The language used to communicate is appropriate to the context or the audience. Non-verbal communication supports the message and presenters efficiently maintain the audience's attention through voice control (tone of voice, intonation...). The presentation is fluent, with accurate pronunciation and correct use of grammar.	The online oral presentation needs some further adjustments in terms of its structure. The information provided is partly clear and effective. The language used to communicate is not fully appropriate to the context or the audience. Non-verbal communication does partly support the message and presenters struggle to maintain the audience's attention through voice control (tone of voice, intonation...). The presentation is irregular in terms of fluency, accurate pronunciation and use of grammar.	The online oral presentation lacks structure. The information provided is not clear and effective. The language used to communicate is not appropriate to the context or the audience. Non-verbal communication does not support the message and presenters lack to maintain the audience's attention through voice control (tone of voice, intonation...). The presentation lacks fluency and accurate pronunciation and use of grammar in use.
Global features of the online presentation	Presenters show excellent time management in the video. Each member of the group has spoken during the online presentation.	Presenters show efficient time control in the video. Each member of the group has spoken during the online presentation.	Online presenters show some time control. Group misbalance in terms of participation in the online oral presentation by each member of the group.	Online presenters do not show time control. Group misbalance when contributing to the online presentation.
Comments:				Grade

To be the Epitome of Humanity

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



International Project COIL GUIDELINES

Collaborative Online International Learning (COIL)
in Teacher Education: Exploring Indian and Catalan Educational Contexts
(for the academic year 2025-2026)

COLLABORATIVE ONLINE INTERNATIONAL LEARNING (COIL)
IN TEACHER EDUCATION: EXPLORING INDIAN AND CATALAN EDUCATIONAL CONTEXTS
PROJECT TEAM



MS MARIA PELACH PANIKER
*Vice-chairperson, Ramuni Paniker Trust,
Barcelona, Spain*



DR.K.S.BALAMBIKA
*Principal
Brahmananda Swamy Sivayogi (BSS)
B.Ed Training College,
Alathur, Kerala, India.*



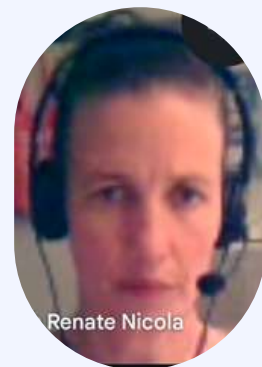
MR.ALBERT PELACH
*Secretary, Ramuni Paniker Trust,
Barcelona, Spain*



MS SALABHA B
*Assistant Professor in ICT Education
BSS B.Ed Training College
Alathur, Kerala, India*



MR.CHARLES F
*Assistant Professor in General Education
BSS B.Ed Training College
Alathur, Kerala, India*



DRA.KARO KUNDE
*Professora Lectora Serra Hunter
Departament de Didactiques
Especifiques
Universitat de Girona
Facultat d'Educació*

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



November 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

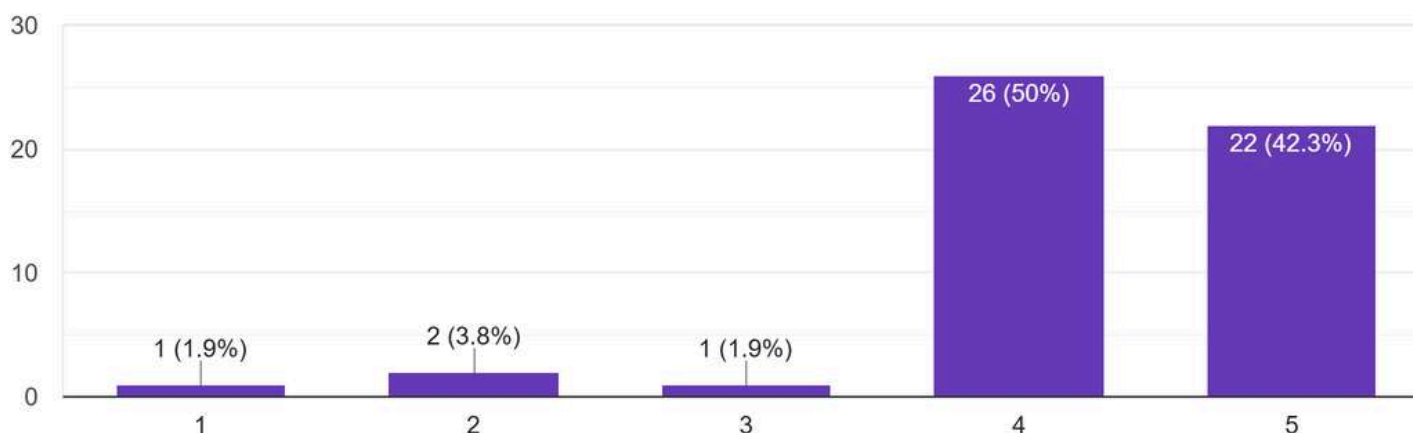
Page 1

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts Session-4 on 21.10.2025
(for the academic year 2025-2026)

Feedback Summary Report

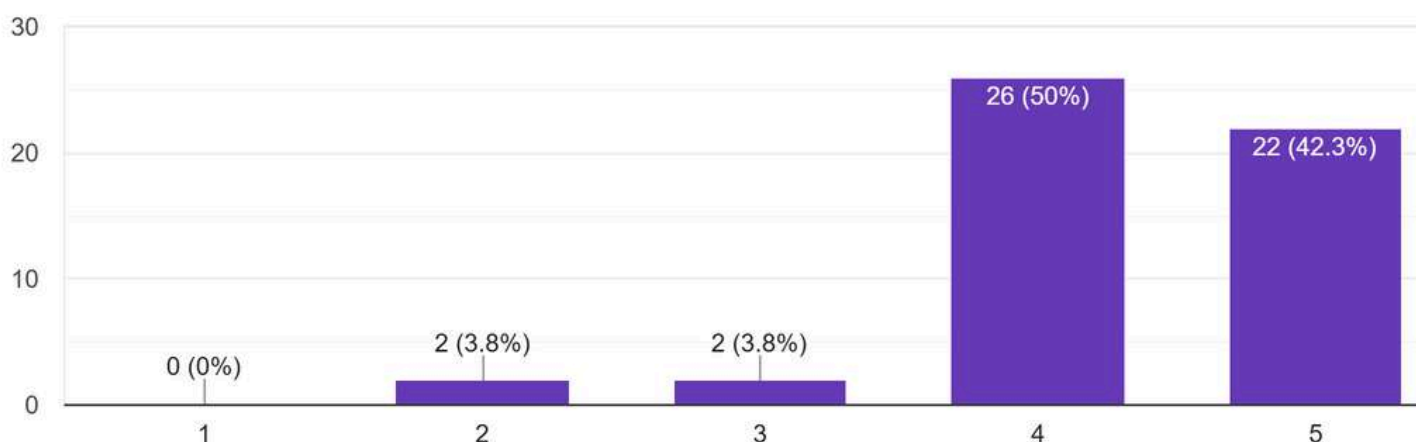
1. My intercultural competence is being fostered with diverse educational and cultural perspectives through collaborative international learning.

52 responses



2. My English language proficiency, both oral and written, by engaging students in structured, formal communication tasks related to the development of an educational presentation is being enhanced.

52 responses



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



November 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

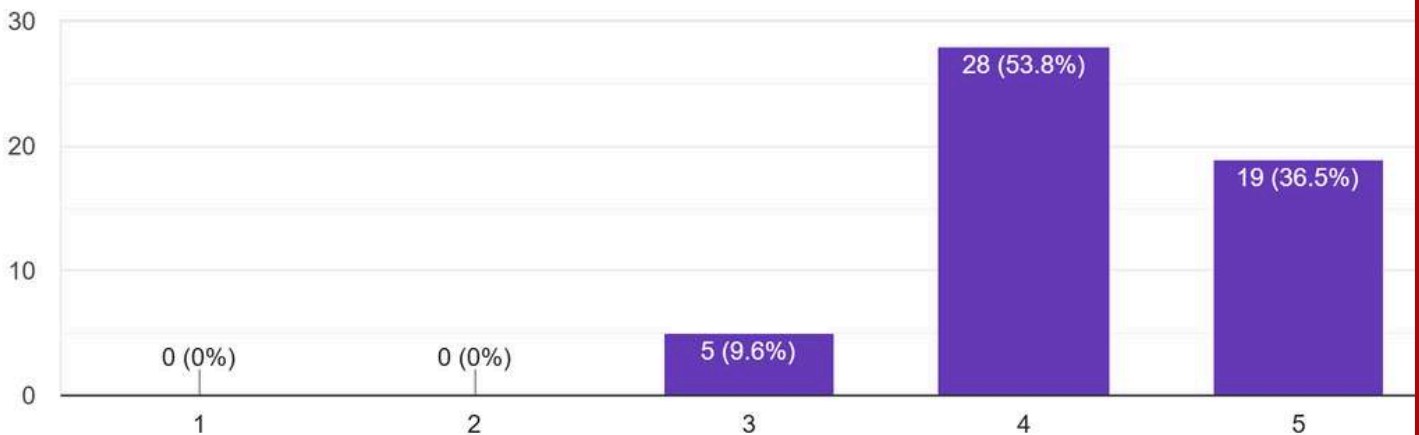
Page 2

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts Session-4 on 21.10.2025
(for the academic year 2025-2026)

Feedback Summary Report

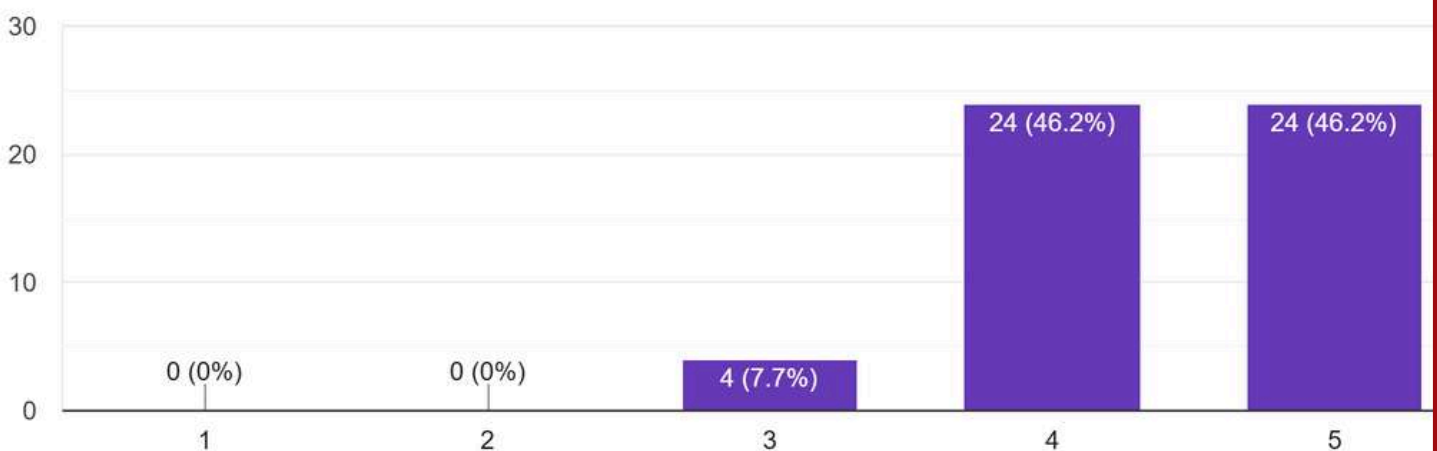
3. My strategies and pedagogical resources for supporting language acquisition in multilingual and multicultural classroom settings is being developed

52 responses



4. My critical reading and reflection through the analysis are being significantly promoted.

52 responses



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



November 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

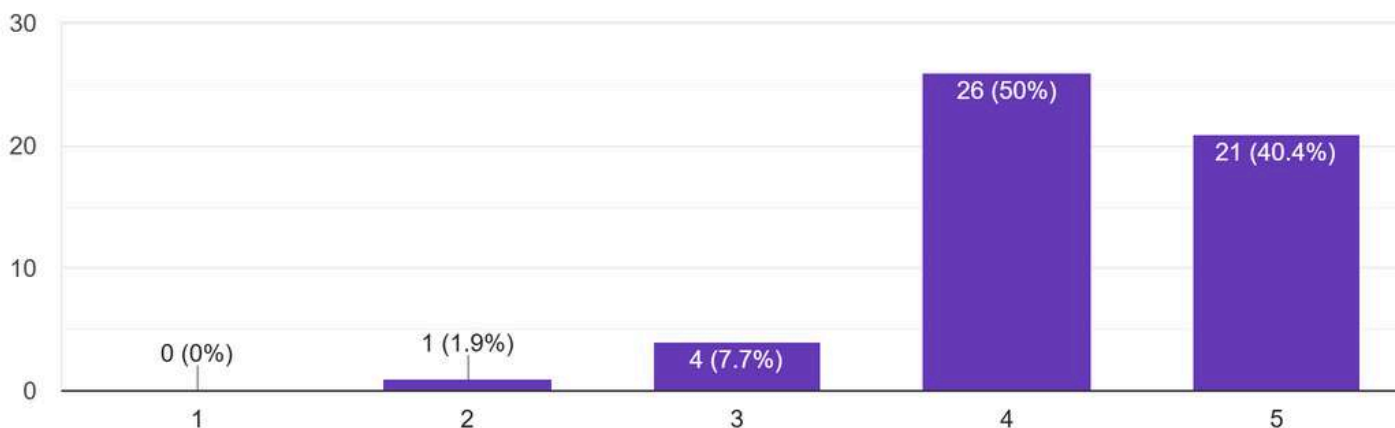
Page 3

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts Session-4 on 21.10.2025
(for the academic year 2025-2026)

Feedback Summary Report

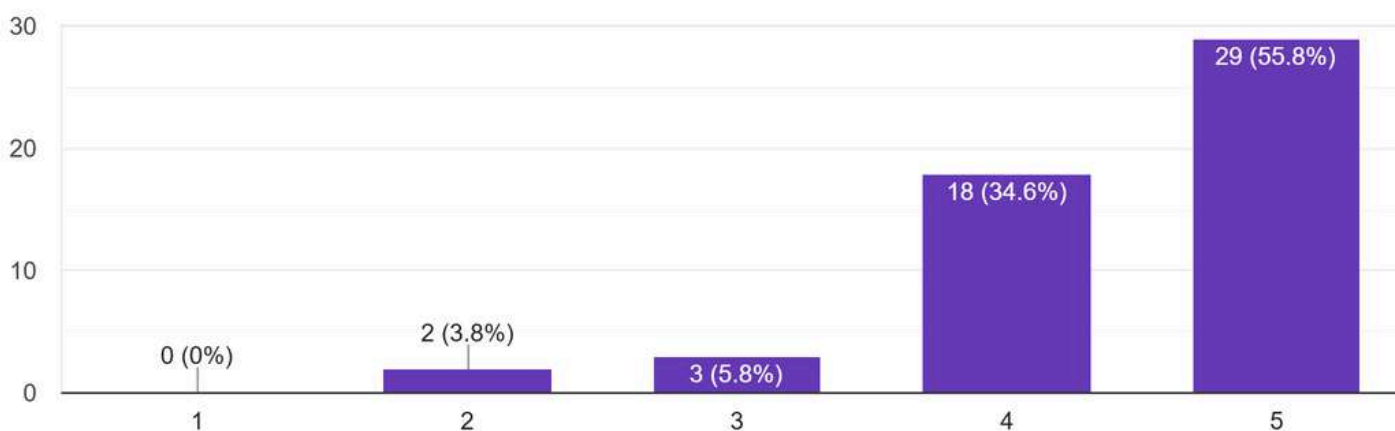
5. I got reflection on teaching practices by comparing and discussing educational systems, classroom methodologies and teacher roles across cultures.

52 responses



6. My interpersonal relationship is being improved

52 responses



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



November 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

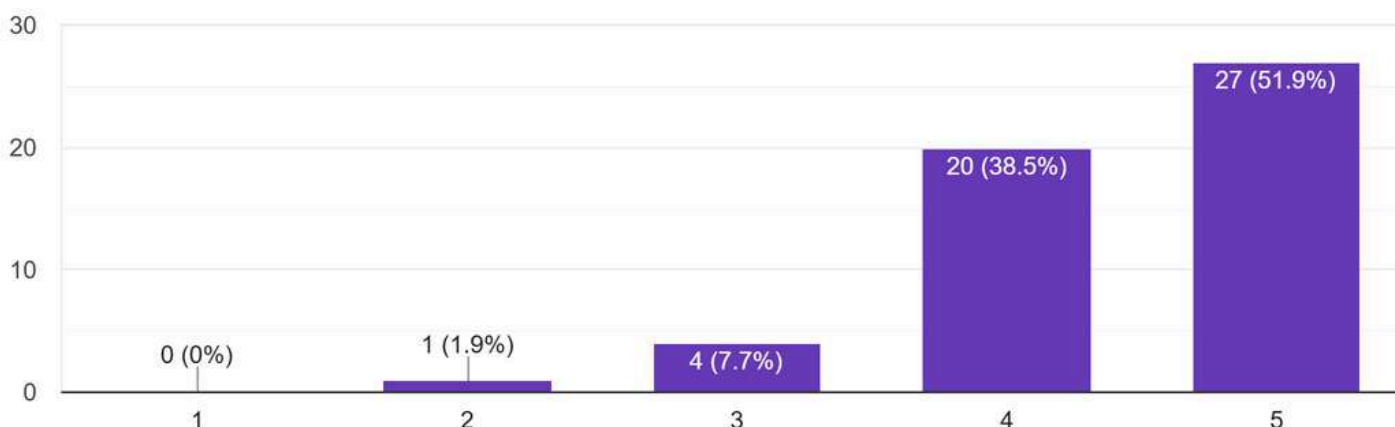
Page 4

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts Session-4 on 21.10.2025
(for the academic year 2025-2026)

Feedback Summary Report

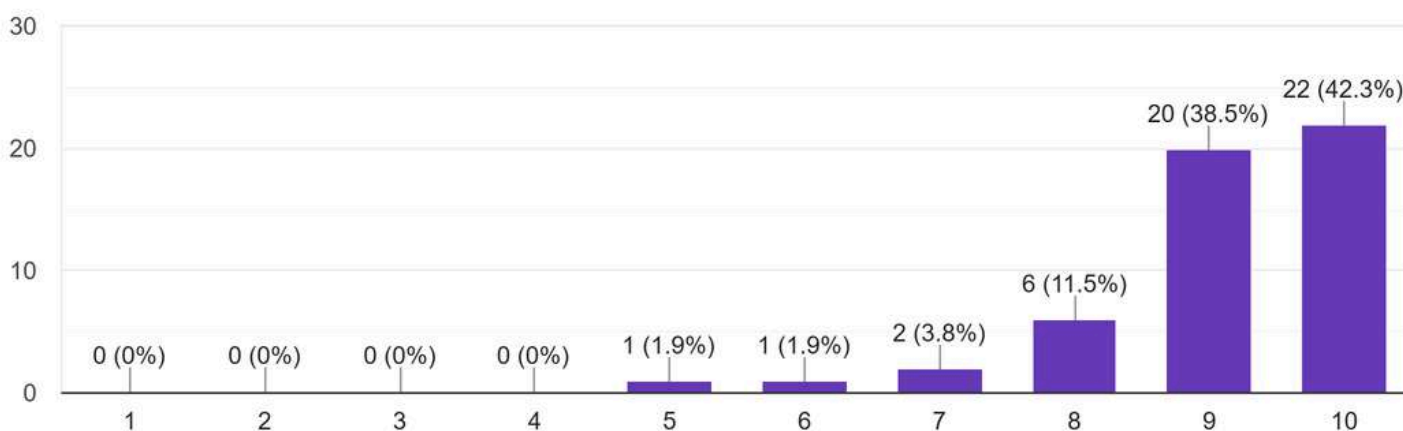
7. My communication skill is significantly enriched.

52 responses



8. My overall rating to this 2025 project

52 responses



BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



November 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 5

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts Session-4 on 21.10.2025
(for the academic year 2025-2026)

Feedback Summary Report

9. My learnings through the COIL International Project

We got a clear knowledge about the educational reforms in both countries

It was an wonderful experience while communicating with the students from University of Girona. We communicate our cultural diversity and we get to understand their culture.

Through the COIL International Project, I learned teamwork, communication, and understanding of different cultures.

Got to know more about cultures, languages, beliefs and people. Also learn about the difference in educational system which is other than us.

I learned teamwork, cultural understanding, and communication with international peers. It improved my confidence and global awareness.

It's helpfull for improve engilsh communication its a great opportunity to share cultural aspects and create a friend ship to each other

its a good opportunity to interact with Spain students. it helps to share our life experience cultural differences. we create a friend ship with each other group members

Communication, different cultural backgrounds, methods of teaching

It is very helpful for improving English communication, reducing the fear of speaking to others. It helps to know their culture and their teaching technologies.

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



November 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 6

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts Session-4 on 21.10.2025
(for the academic year 2025-2026)

Feedback Summary Report

9. My learnings through the COIL International Project

Improve our communication skill

Improved language interaction

I learned to speak in English without any hesitation. I understand the role of teachers in multicultural context and also got the idea about the culture of catalans

I learned about different approaches to inclusive education, improved my communication skills, and gained a better understanding of cultural diversity through collaboration with the Spanish students

The COIL Project enhanced my global understanding and collaboration skills.

English language Proficiency, collaborative learning, different cultural knowledge, development of communication skill

Through the coil project, I gained knowledge of the multicultural and multilingual aspects, as well as the challenges of both countries

The COIL project with the University of Girona, Spain was a great learning experience. I

learned the value of collaboration, cultural exchange, and effective communication.

Our topic, "Strategies to Foster Multilingual Learning," helped me understand how multilingualism supports inclusion and enhances learning. This project also improved my teamwork and digital collaboration skills, and encouraged me to promote multilingual education in my future teaching.

● Exchange of information as well as culture

● Increased curiosity to know about different traditions and practices

● Encouraged cooperation and leadership quality

● Understanding and acceptance of individual

● Improved communication skills and language fluency

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



November 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 7

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts Session-4 on 21.10.2025
(for the academic year 2025-2026)

Feedback Summary Report

9. My learnings through the COIL International Project

Cultural differences of Spain and India. Education sectors in Spain. Is inclusive education effective in Spain and India.

Helps to know more about the cultural differences and got an idea about how to talk more clearly through online platforms

I learn the teaching technology and techniques of Catalonia, and it helps to improve my knowledge about the technologies of teaching

Able to compare difference in education system of both India and Spain

Improved interpersonal skills... communication, knowledge about other education system

The COIL Project enhanced my global understanding and collaboration skills.

It was indeed a pleasure that we have got an excellent opportunity to participate in this COIL project. It helped me to enhance my confidence level while conversing in English, and has enriched my language ability through considerable conversations we were subjected to. The programme also helped me to understand the cultural, geographical, social and individual similarities and differences in the context of both the countries. To understand, discuss and to identify the characteristics of a European country and to compare it with our India, has made me to realize what we are blessed with and what we still lack even in the 21st Century. As a student-teacher it helped to understand the various modes of teaching methods and style and that will enhance the learning behaviour of the students and what might actually be the barriers within our interaction. To a better tomorrow, to be a better teacher, the path has been paved and I am walking through!

I learned about different approaches to inclusive education, improved my communication skills, and gained a better understanding of cultural diversity through collaboration with the Spanish students

I learned to speak in English without any hesitation. I understand the role of teachers in multicultural context and also got the idea about the culture of Catalans

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



November 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 8

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts Session-4 on 21.10.2025
(for the academic year 2025-2026)

Feedback Summary Report

9. My learnings through the COIL International Project

Participating in the COIL International Project with the Girona students was a truly enriching experience. It gave me an opportunity to collaborate with international peers, exchange cultural perspectives, and understand different educational practices. Through online discussions and joint activities, I improved my communication skills, teamwork, and digital collaboration abilities. I also developed a broader global mindset and learned to appreciate diversity in ideas and approaches to learning. This project enhanced my confidence in expressing my views in an international context and helped me see education as a universal bridge between cultures. Overall, it was a valuable and memorable learning experience that has strengthened both my academic and personal growth.

We got a clear knowledge about the educational reforms in both countries

About Catalanian educational practices, their culture, etc....

How different our system is from other countries ?

Able to understand the differences in B.Ed program between India and another country.

Came to know about teaching and assessment practice in catalonia

Helps in communication in English and learn about Girona students culture .

enhance communication skills

Cultural differences

Good experience and knowledge are improved skill

Communication skill improvement

Able to compare difference in education system of both India and Spain

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



November 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 9

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts Session-4 on 21.10.2025
(for the academic year 2025-2026)

Feedback Summary Report

10. My suggestion(s) for next year project.

Increase the number of session

This year's COIL project was very interesting and meaningful, especially through the collaborative video activities and cultural exchange. However, I suggest increasing the number of interactive sessions, since we had only four this time. More live discussions or group reflections could help students understand each other's perspectives better. It would also be good to include a joint project presentation or a closing session where all participants can share their overall experiences together. These additions could make the collaboration even more engaging and complete.

I suggest including more interactive sessions and group activities to improve collaboration.

It would be more beneficial if the number of sessions are increased

Add more days and in addition to already decided topics.. include more interactive sessions which promote cultural exchange...

Ensure that all group members are properly talking about the given topic in each section and each member of the group get chances for interaction.

Increase the duration please.

My suggestion for next year's students is to actively participate and communicate well to get the best learning experience.

There were significant technical or networking issues that interrupted our communication considerably. So, it would be better to provide may be some lab facilities for this purpose. We also were interrupted by the noises came from other group'd conversation because of the limited availability of space. So, a lab will be helpful in this purpose too with enough equipments and devices.

🌸one cls room for one group 🌸 we need more session 🌸communicate each member of one group (in some group 1 participant is communicating) 🌸1 session for cultural program (girona & India) eg: dance, song or any cultural program

BRAHMANANDA SWAMY SIVAYOGI (BSS) B.Ed TRAINING COLLEGE



NAAC ACCREDITED B++ GRADE WITH CGPA 2.85 (1ST CYCLE)
KERALA INSTITUTIONAL RANKING FRAMEWORK (KIRF) RANK BAND-1



November 2025
Vol 1

IQAC NEWSLETTER
COIL 2025-2026

Page 10

Collaborative Online International Learning (COIL) in Teacher Education: Exploring Indian and Catalan Educational Contexts Session-4 on 21.10.2025
(for the academic year 2025-2026)

Feedback Summary Report

10. My suggestion(s) for next year project.

Need to add more sessions. Minimise the number of students in each groups. That is 3 in India and 3 in Catalonia.

For visiting Spain

Allow more time for cultural exchange and project completion

The COIL programme was a very meaningful experience that encouraged international collaboration and learning. For next year, I suggest providing more interactive sessions and longer discussion time with international peers. Including joint activities or small projects between the sessions would also make the learning more engaging and help build stronger connections among students.

More interaction with the Catalan friends should be promoted where we could share more about our culture and traditions...more sessions,

Individual meetings at different places where more found more effective for communication rather than attending as group on a single device

COIL Project 2025-2027 Batch

Final Video (Drive Link)

- Group 1 :
<https://drive.google.com/file/d/1e3kGqNJOHqP23NdnPk3-X4jrLOYcxS7g/view?usp=sharing>
- Group 2 :
https://drive.google.com/file/d/1kF9WKsdUPdCEVocBj_oCExNONkrSNwLZ/view?usp=sharing
- Group 3 :
<https://drive.google.com/file/d/1DEaR4vDqYI5-ITqZSY8HkuInYTHrCecr/view?usp=sharing>
- Group 4 :
https://drive.google.com/file/d/1xT0ob6ibM_pjp4wd5HE5vlqVzhWF2y2H/view?usp=sharing
- Group 5
:https://drive.google.com/file/d/1Xnzz0oXNeE3oX-QHC_EsEhch1Fc3ImuO/view?usp=sharing
- Group 6 :
<https://drive.google.com/file/d/1fTBs99KqwwcWG404DXi7V977ITTIJqNL/view?usp=sharing>
- Group 7 :
https://drive.google.com/file/d/1Vm-_UvL2M45DRadSNQpf8_ot97MDvx5F/view?usp=sharing
- Group 8 :
https://drive.google.com/file/d/1YN6_HStLryAwNSp9dHO7cl5KqthOTIQ3/view?usp=sharing
- Group 9 :
https://drive.google.com/file/d/1M2BSE142crTPzFvHu19STBbP_via5IAG/view?usp=sharing
- Group 10 :
https://drive.google.com/file/d/17MRgHYQZh-yt656r_Y6w5G0ZRYtBCPxz/view?usp=sharing
- Group 11 :
<https://drive.google.com/file/d/1cyYu79zrelVwf1s8BkLKEmJaPw9A5grH/view?usp=sharing>
- Group 12 :
<https://drive.google.com/file/d/178ZR1xdCLECUZkmcBQxaHnPi3YrMoi1D/view?usp=sharing>