VALIA CHHANGANLAL LALJIBHAI COLLEGE OF COMMERCE
AND
VALIA LILAVANTIBEN CHHAGANLAL COLLEGE OF ARTS

Best Practices

2020-2021

BEST PRACTICE - I
Online Class Adoption Program

The primary objectives of this practice were to:

- Strengthen faculty student bond despite online system.
- Assist students with online learning and evaluation.
- Providing personal and career guidance online

CONTEXT

The College had a successful Class Adoption Program prior to the pandemic and this was one of our best practices initiated in the academic year 2019-20 and all the stakeholders were extremely happy with this program and the college would have liked to continue with this practice. However, in 2020-21 all face-to-face student faculty interaction stopped due to the pandemic. It was also a period marked by an exploration of various online options for teaching learning. The start of the academic year was marked by indecision and turmoil. It was a period of stress for students and parents alike and the college felt the need to rise to the occasion and modify its class adoption program through the adoption of technology. While we needed to adopt technology, we needed to keep ease of use in mind.

PRACTICE

The Online Class Adoption Program blended the traditional class adoption program into the online mode through the use of WhatsApp groups as a means of communication. While more advanced and fancier modes of communication are available the college used this mode because it was easy to use for both students as well as parents. The use of this mode of communication did not require any high-end devices any simple low-end android device would be sufficient. Similarly, for faculty too they were comfortable with this technology. Students were simply grouped into different class groups along with a faculty in-charge. This meant that each division in each program had a separate group. This also meant that students had access to contact details of faculty and faculty in-charges were available to students 24×7 for academic and personal/career related problems. All information was disseminated to students by mentors through these groups. The group was the information zone for students and parents. The practice was particularly useful during the online examination, which was again an unfamiliar zone for students. Faculty in-charges played a very supportive role during online examinations by helping students sort out their technical glitches.

EVIDENCE OF SUCCESS

The program proved to be extremely useful in facilitating the creation of a two-way communication system between the college and its primary stakeholders namely students and their parents. The program was successful because

- It simulated the physical classroom and college as closely as possible. Just like every class in a college has all the students and a teacher in the same way the group had all the students and a faculty in-charge as well as all the faculty who teach different courses in that class.
- It facilitated the easy and quick resolution to academic and personal career related problems because faculty were only a phone call away. Staff were easier to access than when in physical space. In a regular college accessibility was restricted to college hours while in this system faculty were available 24×7 to students.
- As interactions increased faculty developed a better empathetic understanding of the needs of their adoptees.

PROBLEMS ENCOUNTERED AND RESOURCE REQUIRED

All practices come with their challenges and the online class adoption program was no exception

- In the initial stages of implementation students with limited access to internet could not reap the full benefits of the program.
- From the faculty viewpoint being available to students 24×7 was demanding and stressful especially during the examination when students required more attention.
- Success of the program varied from class to class depending on faculty involvement.

SCREENSHOTS: WHATSAPP GROUPS

Group info

F.Y.BCOM DIV C 2020-21

Group · 118 participants

F.Y.BCOM DIV C 2020-21
Class Mentor:-
Prof.Neelam M Dangle

Class Representatives:-
Roll no.383 Shrajan Shetty
Roll no.378 Shabnam Shaikh
Roll no.343 Shweta Netke

Group created by you, on 10/09/2020 at 10:30

9:00 AM
12/16/2021

Group info

S.Y.B.COM A
2020-21

COSMOPOLITAN EDUCATION SOCIETY

SYBCOM A - 20-21

Group · 125 participants

Class Mentor:
Dr Bageshree P Bangera Bandekar

Class Representatives
14 : PRANITA GOLAMBADE
69 : TANMAY PATIL

Exam link :-
https://valiacollege.teachusapp.com/

Group created by Bhageshree Ma'am (Valia College), on 29/07/2020 at 21:49

9:05 AM
12/16/2021

Group info

S.Y.BCOM
DIV B
2020-21

S.Y.BCOM DIV B 2020-21

Group · 122 participants

S.Y.BCOM DIV B 2020-21
Class Mentor:-
Prof. Tenzie Thomas

Class Representatives:-
Kunal Dhariwal Roll.No.162
(8779751477)
Janvi Dixit Roll.No.166
(9987027717)

This is the Exam link 👇

9:09 AM
12/16/2021

BEST PRACTICE - II
Online Learning Resource Centre

The primary objectives of this practice were to:

- Ensure provision of learning resources despite online system.
- To provide free learning resources to students.
- Enhance student engagement in online classes.

CONTEXT

The academic year 2020-21 was a challenging one as the year saw a paradigm shift in teaching learning from offline to online. In the offline mode study material was available to students primarily from three sources namely the books available in the library, books that they could purchase from the market and additional photocopied notes that faculty provided to them in the classroom. The closure of physical classrooms and college libraries meant that students could not come to college to access library books. The pandemic also created financial hardships for many students so purchasing books was difficult. Moreover, there was no physical interaction between students and faculty so photocopied study material was also not available. It is to overcome these problems that the college set up a system to provide learning material online.

PRACTICES

The Online Learning Resource Centre was set up using Google Classroom. A Google Classroom was set up for each class by the class faculty in-charge who then sent the link to all students and other faculty and they used this link and joined the classroom. Faculty shared all course wise content (PPT, PDF, Video links) on a regular basis with students through the classroom. This meant that content was readily available to students free of cost at the click of the mouse. It also meant that students could stay abreast with regards to the syllabus covered on a daily basis especially if they missed any classes due to technical or any other issues.

EVIDENCE OF SUCCESS

The practice was particularly useful as reflected in:
- Increased student interaction in online classes when flipped classroom was used. For faculty it became easier to use different teaching methods to make their content interesting and engaging.
- Easy, quick and convenient access to resources at the click of a mouse led to greater usage by students.

PROBLEMS ENCOUNTERED AND RESOURCE REQUIRED

The major challenges were

- Use of the uploaded resources depended on access to internet as well as devices like laptops and good technological skills. In the initial stages both were limited. For students to make the transition from studying from printed notes to reading online was difficult. It was more challenging for students who did not have any devices like laptops, desktops or tablets which have larger screens and depended only on mobile phones.

- Faculty teach multiple courses so creating all the content for multiple courses was a time consuming and demanding activity especially for faculty with limited technological skills. It meant that faculty had to hone their skills first and had to invest long hours into content creation which added to the stress of working from home. It also resulted in health issues due to prolonged hours spent working on laptops/desktops.

- As discussed above variations in technological skills of faculty resulted in variation in the quality of content available.
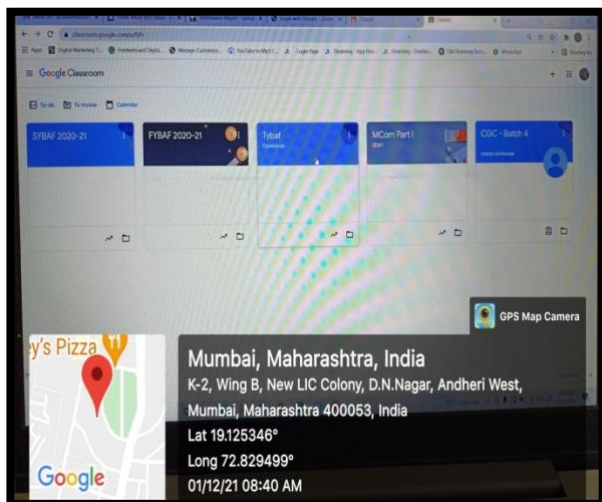
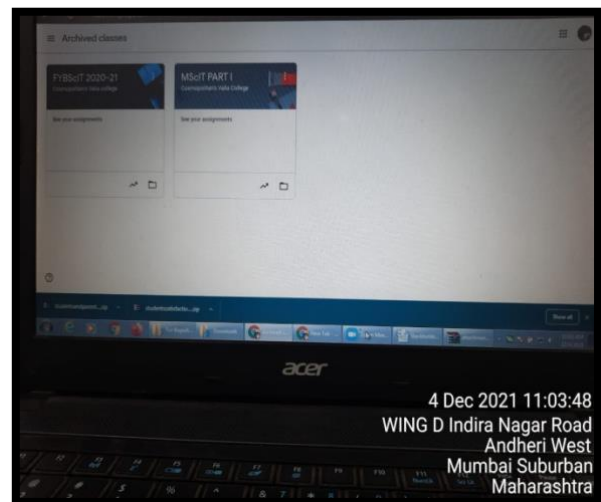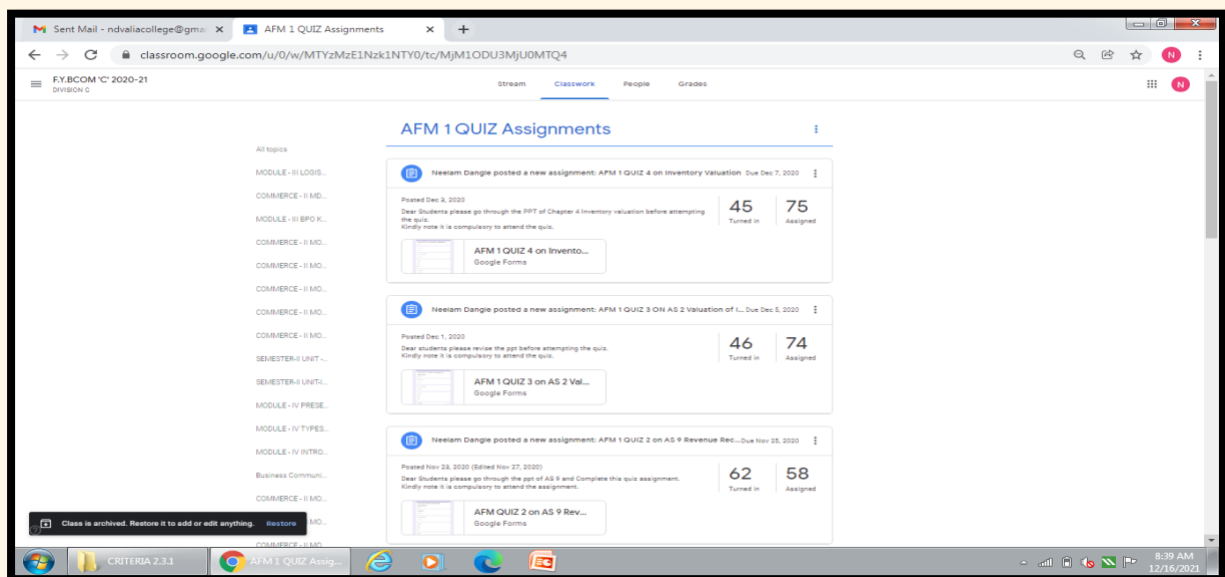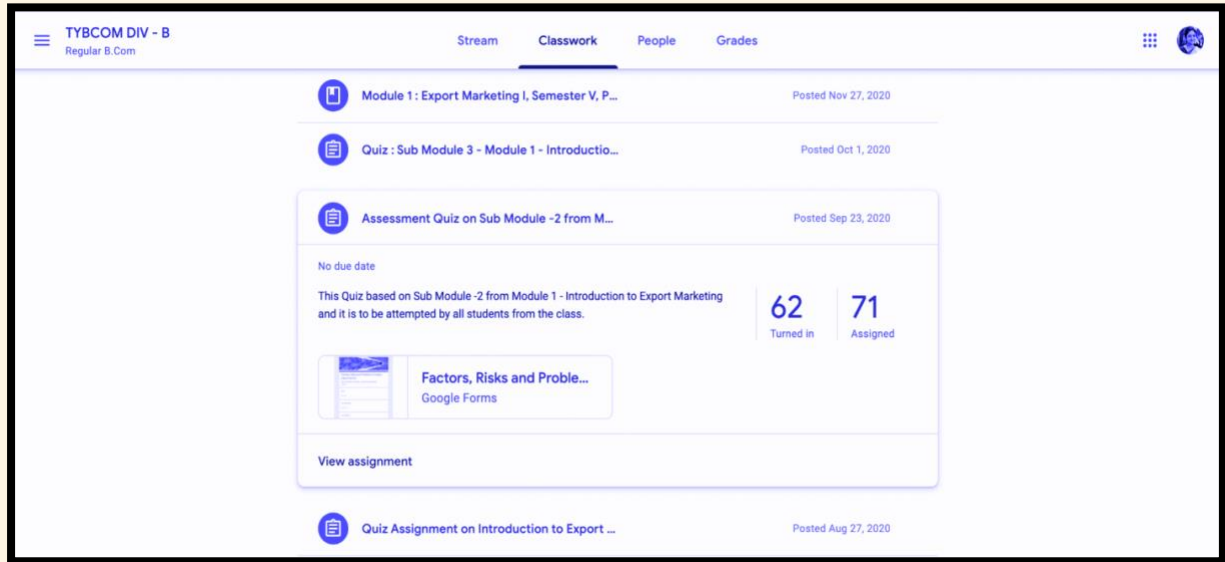# SCREENSHOTS: GOOGLE CLASSROOM

BCOM
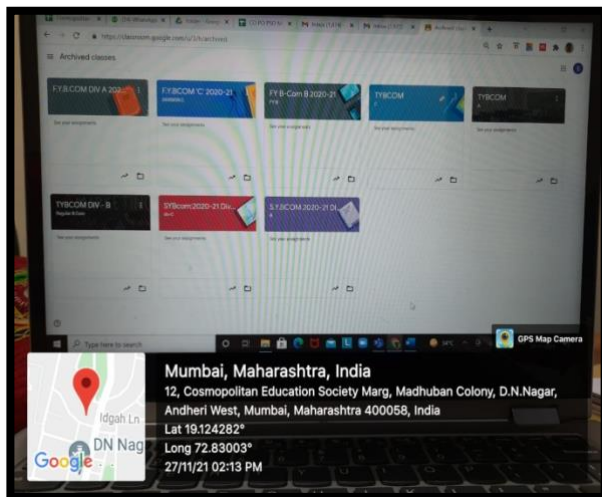
BMS
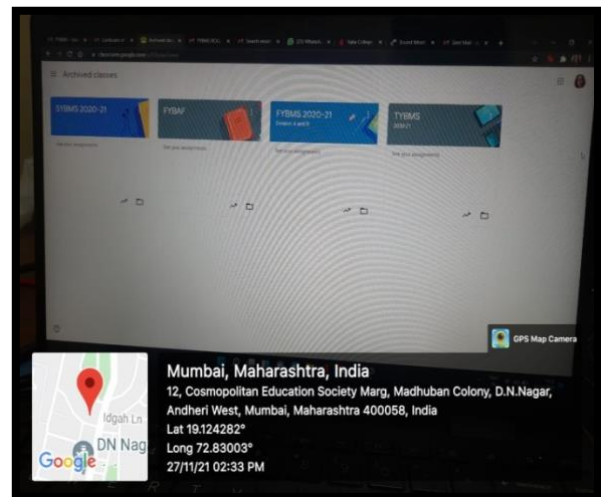
BAF & MCOM PART I

### MCOM PART II

SCREENSHOTS OF QUIZ ON GOOGLE CLASSROOM

ASSESSING THE SUCCESS OF THE BEST PRACTICE

A feedback was collected from students who could regularly attend the Online classes and other sessions, about the effectiveness of our Best Practices. In all 381 students answered this feedback which was collected through Google Forms. From the feedback, the utility and efficacy of the practice is quite evident. On all the parameters the positive response is substantially higher than the negative ones. It is apparent that efforts taken by the faculty members to stay connected to their students by way of WhatsApp and Google Classroom, to provide a support system for their students in an online mode, has successfully met its objective.
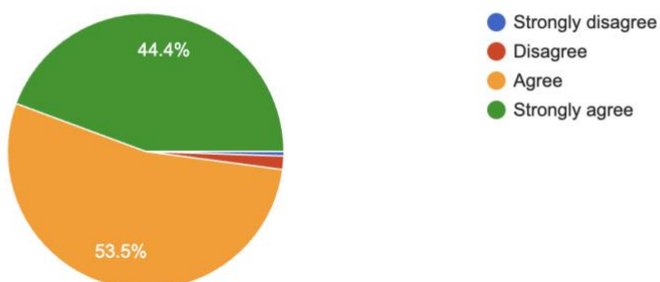
The WhatsApp group created per class was an effective way to get information.
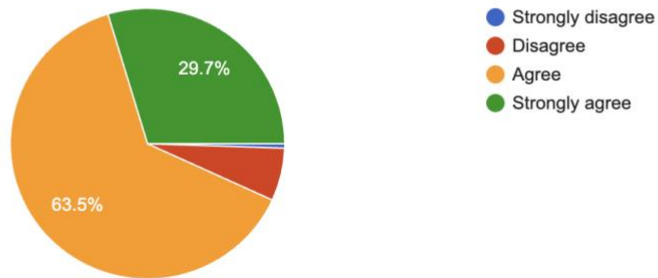
381 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

49.3%

49.1%
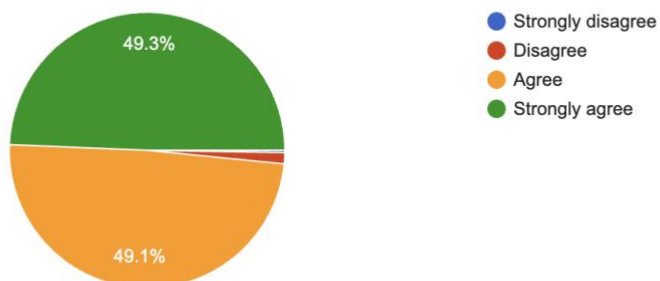
The WhatsApp group created per class helped me to stay connected with my faculty.

381 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

44.4%

53.5%

Faculty were available to guide me whenever I faced any academic or personal problem.

381 responses

- ● Strongly disagree
- ● Disagree
- ● Agree
- ● Strongly agree

29.7%

63.5%

The What's App group helped me to get technical support during online exams.

381 responses

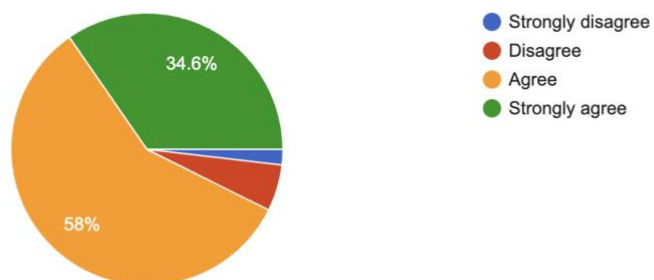- ● Strongly disagree
- ● Disagree
- ● Agree
- ● Strongly agree

43.6%

51.4%
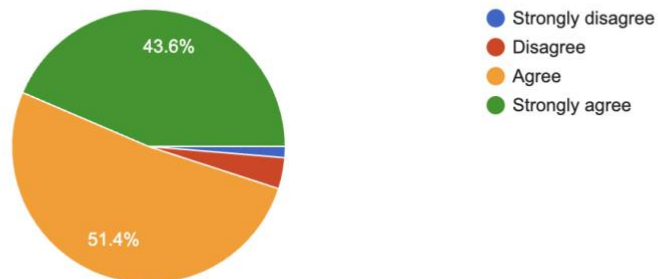
I found the study material provided in the google classroom very useful while preparing for examination.

381 responses

- ● Strongly disagree
- ● Disagree
- ● Agree
- ● Strongly agree

34.6%

58%

The google classroom created per class was an effective way to get study material.

381 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

41.7%

52.2%
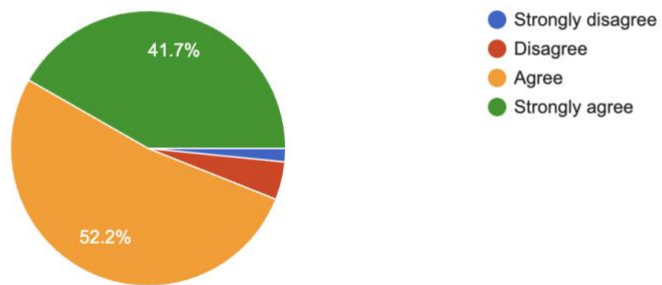
I could save on money used to buy study material because all material was available on google classroom.

381 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

41.2%

9.4%

47%