



*Cosmopolitan's*  
**VALIA C.L. COLLEGE OF COMMERCE AND VALIA L.C. COLLEGE OF ARTS**

# Best Practices

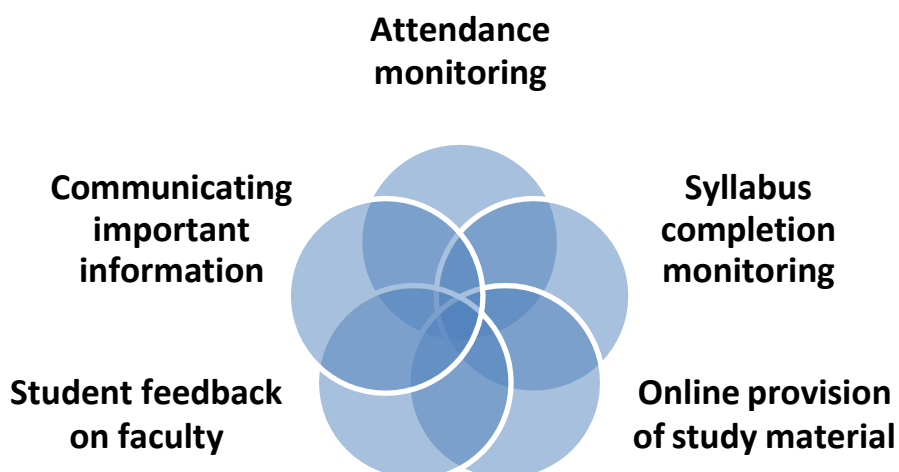
- **Using Technology to Enhance Stakeholder Engagement.**
- **Class Adoption Program : Academics and Beyond**

## BEST PRACTICE - 01

### USING TECHNOLOGY TO ENHANCE STAKEHOLDER ENGAGEMENT

#### GOAL

To use technology for :



#### CONTEXT

The primary stakeholders in an institution of higher education are students, parents, faculty and management. However, coordinating between these multiple stakeholders and communicating effectively with them using a traditional manual process poses a challenge with an increase in student enrolment. It is against this background that the IQAC felt the need to use a college automation app in order to give a technology transformation to the existing manual processes

#### PRACTICE

Successful implementation of any new process starts with training of the users and in this case too, all faculty, students and management were trained. Parent-Teacher meetings were held where parents were briefed about the new technology and its use. Faculty and students, as well as parents were required to install an application. The students and faculty had their own logins and parents could login using the student's contact details. The application can be used on the mobile phone as well as on the laptop or desktop and works in online as well as offline mode. The application had separate tabs for attendance, syllabus, notice, notes and feedback.

<b>UTILITY</b>	<b>: ATTENDANCE MONITORING</b>
<b>STAKEHOLDERS</b>	<b>: STUDENTS AND PARENTS</b>

Using the attendance tab the faculty could take attendance in the classroom akin to the traditional manual process. However, the primary difference was that, since all the data was stored and processed using a software, the faculty could view student-wise details at a click. This meant that instant follow up with students who were defaulters was possible. Students and parents could also view their /their ward's attendance on a real time basis. Generating the attendance records at the end of every month was also quicker and more accurate since the entire process was automated.

<b>UTILITY</b>	<b>: SYLLABUS STATUS</b>
<b>STAKEHOLDERS</b>	<b>: STUDENTS, PARENTS AND MANAGEMENT</b>

One of the salient features of the application was that it allowed all stakeholders to monitor the syllabus both ongoing and completed with unit wise details of number of lectures taken. This meant that faculty, students and parents could track syllabus completion in real time. The Principal or any authority with admin rights like Course Co-ordinators, Heads of Departments could track the syllabus completion of their faculty. This was possible because faculty had to update their syllabus lecture-wise in order to submit attendance taken. This resulted in greater accountability for faculty. This also meant that when a student was absent from class due to medical or any other reason, he /she would still have a track of work done.

<b>UTILITY</b>	<b>: ONLINE ACCESS TO STUDY MATERIAL</b>
<b>STAKEHOLDERS</b>	<b>: STUDENTS AND FACULTY</b>

Using the notes tab in the application, faculty could upload all teaching materials like PPT, PDF of class notes, question banks and so on, to the entire class at a click. This again meant that students who could not be in class due to some compelling, personal reasons were not deprived of any study material. Use of teaching pedagogies like flipped classroom was easier as material could be shared online prior to lectures.

<b>UTILITY</b>	<b>: COMMUNICATING IMPORTANT INFORMATION</b>
<b>STAKEHOLDERS</b>	<b>: STUDENTS, FACULTY, PARENTS AND MANAGEMENT</b>

Using the notices tab of the application, admins could send all notices to students. Earlier notices were put up on the notice board and the website and students often missed notices, but, with the application, students and parents would have all the notices with them at any point of time.

<b>UTILITY</b>	<b>: STUDENT FEEDBACK ON FACULTY</b>
<b>STAKEHOLDERS</b>	<b>: STUDENTS, FACULTY AND MANAGEMENT</b>

One of the salient features of the application was that it simplified the process of obtaining student feedback on faculty. Earlier manual processes were used, which involved either printing and distribution of multiple forms, or, creation of multiple google links which was tedious and time consuming.

## EVIDENCE OF SUCCESS

The use of this technology benefitted all the stakeholders immensely. Some of the most evident changes are:

- Improvement in classroom attendance.
- Greater accountability of faculty with reference to syllabus completion and number of lectures taken.
- Greater involvement of parents in their ward's progress.
- Greater willingness of faculty to use technology in teaching and learning.
- Students with serious disabilities and medical conditions had ready access to information and teaching resources.
- Almost paper-less functioning led to savings on stationary.
- Better co-ordination among different stakeholders.

## PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

- Some students encountered problems because they did not have smartphones and hence could not benefit from all the features.
- Parents and some faculty with limited technical prowess took greater time to become familiar with its uses.
- The college has first generation learners whose parents were unable to benefit from the practice.

## USING TECHNOLOGY TO ENHANCE STAKEHOLDERS' ENGAGEMENT PHOTO GALLERY



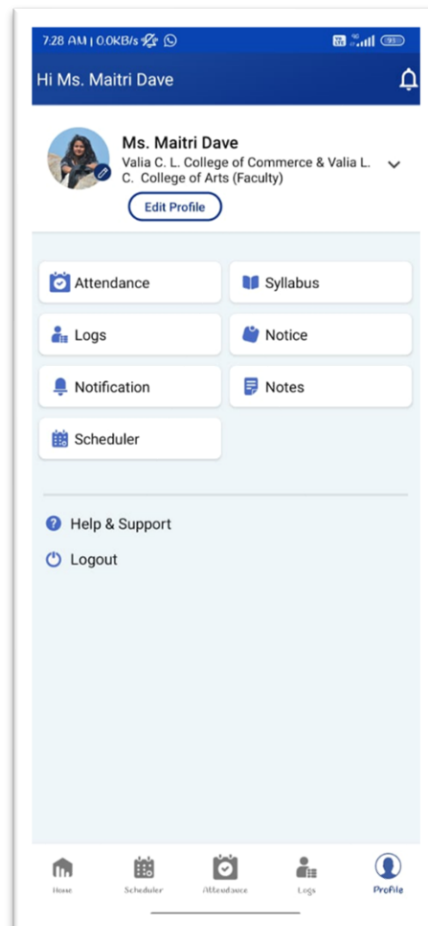
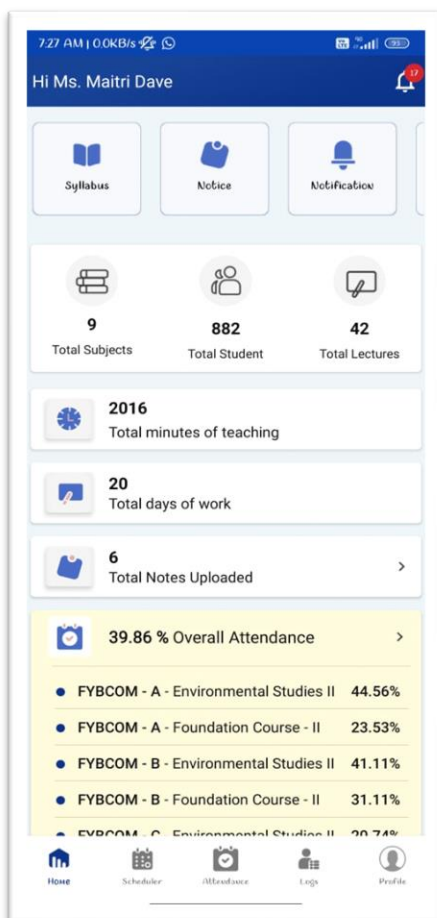
Training Teachers



Students and Parents Meeting for Introducing the App

# Teach Us App Features

## Faculty User Interface





7:28 AM | 0.3KB/s

← Create Schedule

Repeat: Schedule

16 January 2023

From 08:25 AM To 09:15 AM

FYBCOM-B - Foundation Course - II

Offline

Remark

Schedule

7:28 AM | 0.0KB/s

Hi Ms. Maitri Dave

+ Add

Class-Subject	Today's Schedules	Total Schedules
FYBCOM-A Environmental Studies II	0	5
FYBCOM-A Foundation Course - II	0	2
FYBCOM-B Environmental Studies II	0	3
FYBCOM-B Foundation Course - II	0	4
FYBCOM-C Environmental Studies II	0	2
FYBCOM-C Foundation Course - II	0	3
SYBCOM-A Foundation Course- Contemporary Issues- IV	0	8
SYBCOM-B Foundation Course- Contemporary Issues- IV	0	8

Home Scheduler Attendance Logs Profile

9:16 AM

FYBCOM-A - Business Economics Paper II

16 January 2023

Lectures Taken 1 2 3 4

From 08:46 AM To 09:34 AM

Absent All

Name & Registered No. Present : 136 / 136

Roll No: 1 Ahmed Saqlain Habib Nigarsultana Present

Roll No: 2 Andre Mayur Sunil Sushma Present

Roll No: 3 Ansari Affan Imran Tarannum Present

Roll No: 4 Ansari Rizwan Abdul Kadir Mehranj Present

Roll No: 5 Ansari Shaheen Javed Safiya Present

Submit

9:16 AM

FYBCOM-A - Business Economics Paper II

16 January 2023

Lectures Taken 1 2 3 4

From 08:46 AM To 09:34 AM

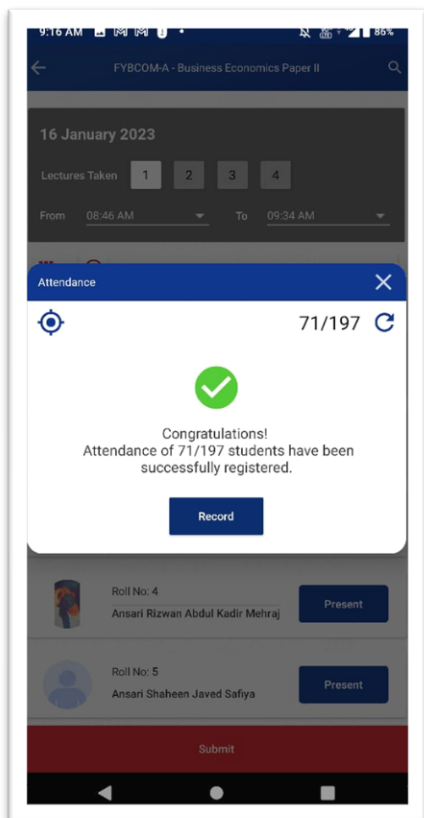
Attendance 66/197

Stop

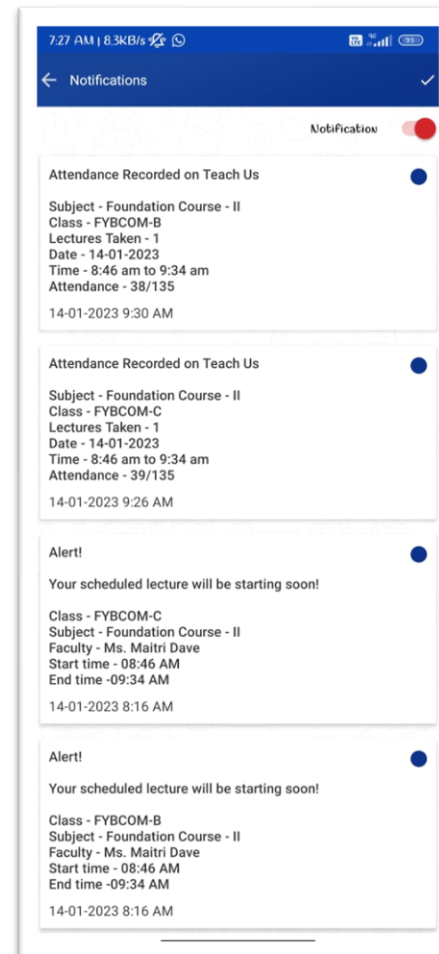
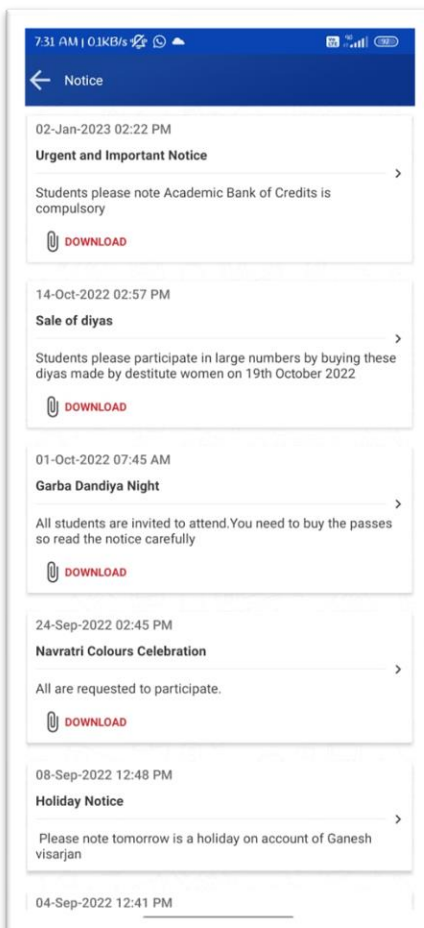
Roll No: 4 Ansari Rizwan Abdul Kadir Mehranj Present

Roll No: 5 Ansari Shaheen Javed Safiya Present

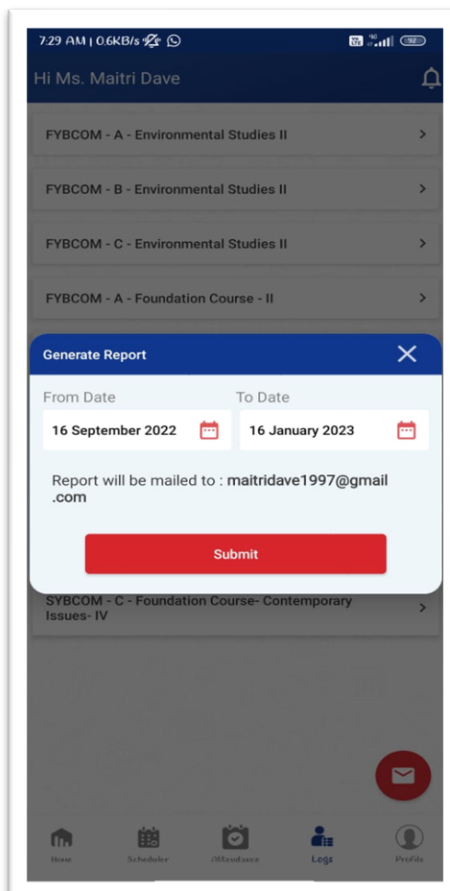
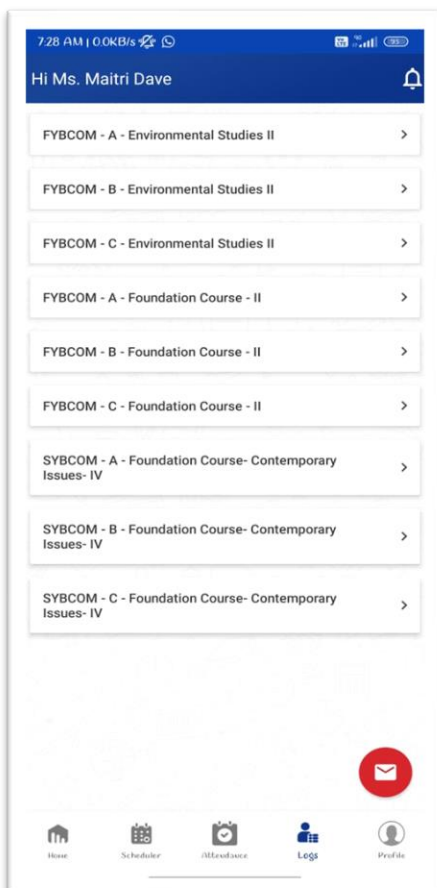
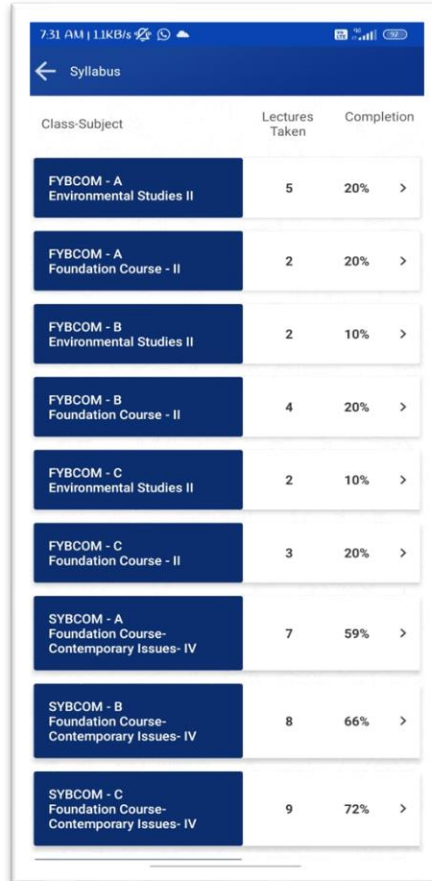
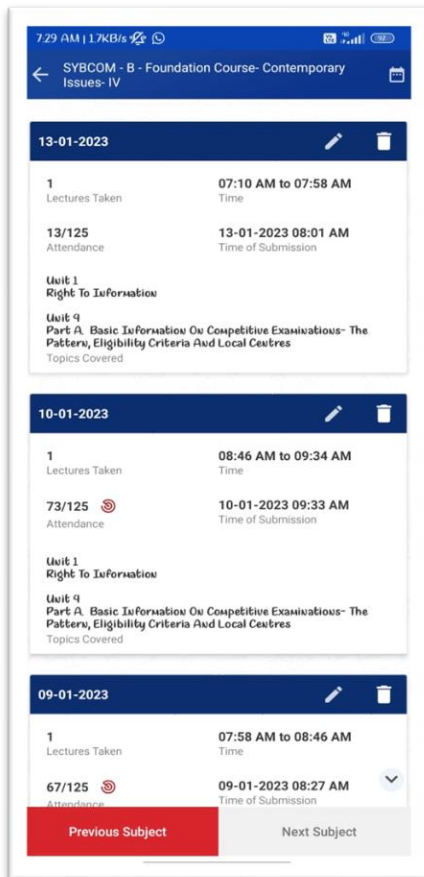
Submit



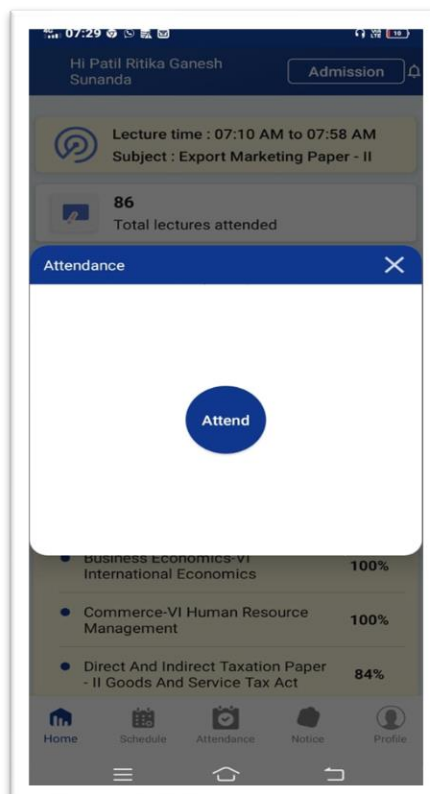
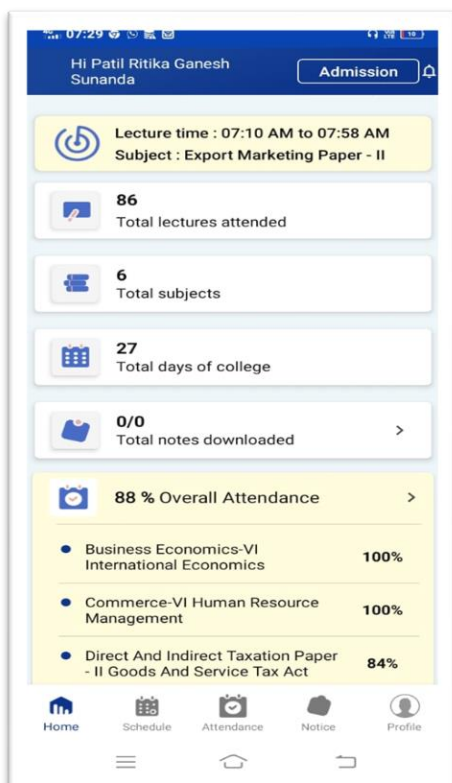
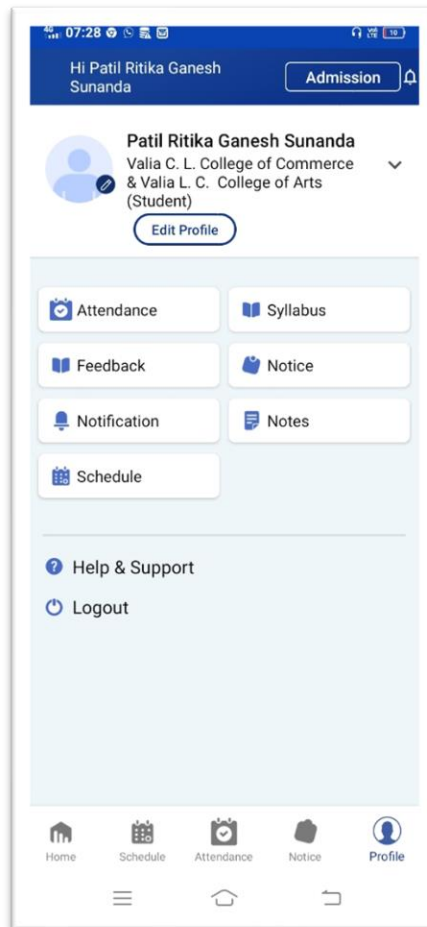
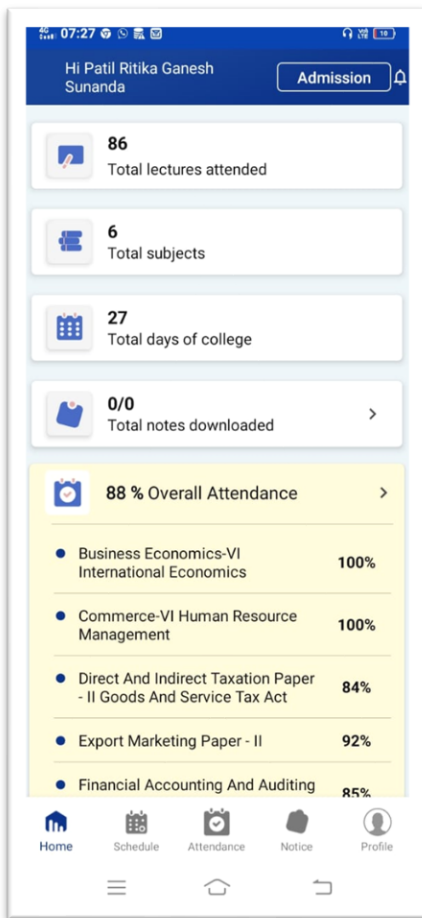
Class-Subject	Total Notes
FYBCOM A Environmental Studies II	2 >
FYBCOM B Environmental Studies II	2 >
FYBCOM C Environmental Studies II	2 >
FYBCOM A Foundation Course - II	0 >
FYBCOM B Foundation Course - II	0 >
FYBCOM C Foundation Course - II	0 >
SYBCOM A Foundation Course- Contemporary Issues-IV	0 >
SYBCOM B Foundation Course- Contemporary Issues-IV	0 >
SYBCOM C Foundation Course- Contemporary Issues-IV	0 >

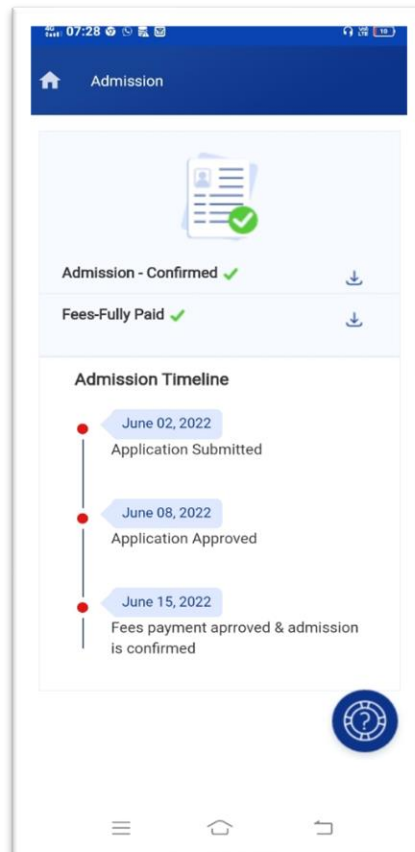
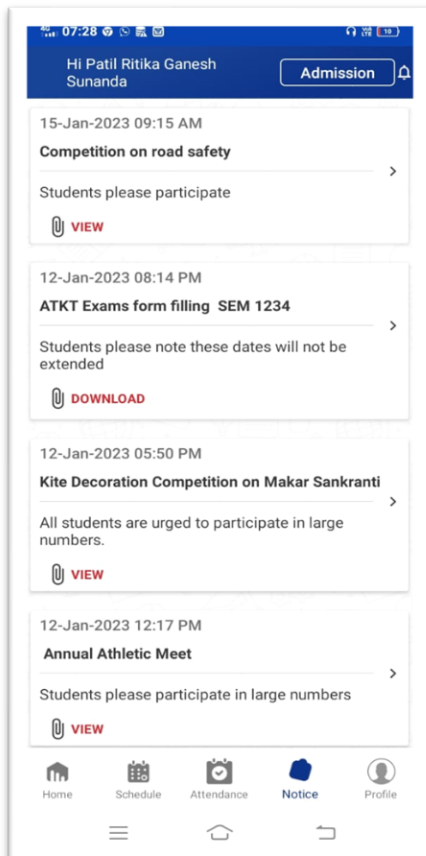
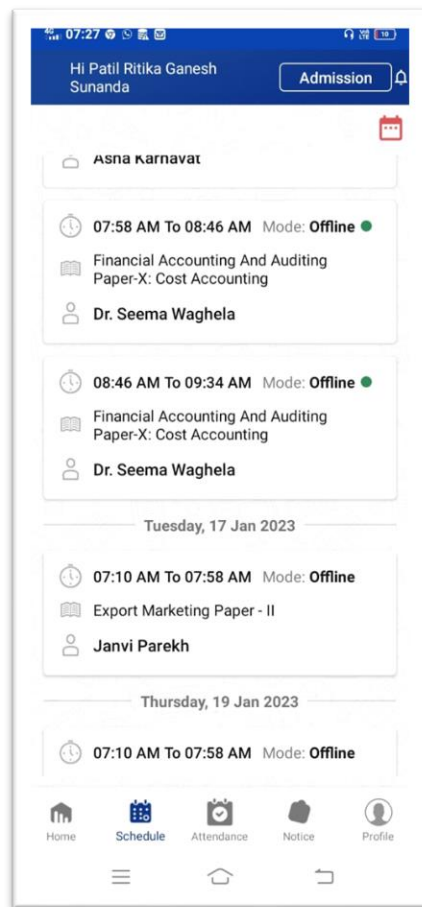
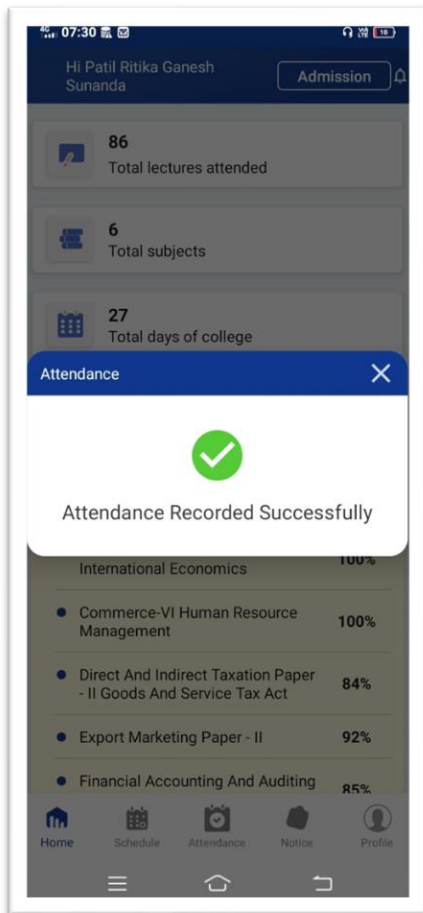




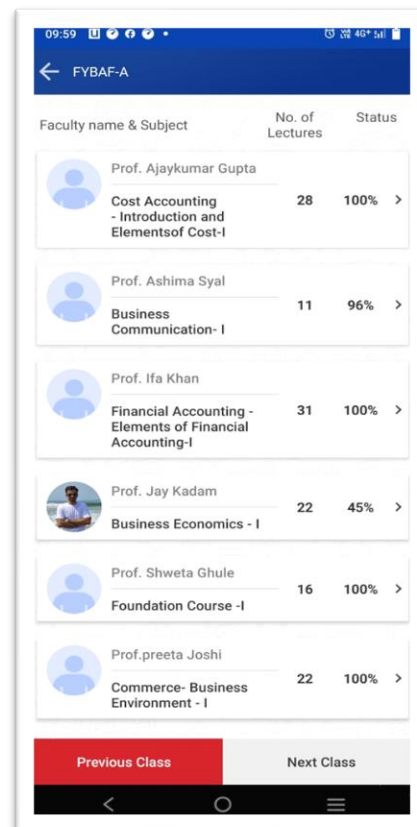
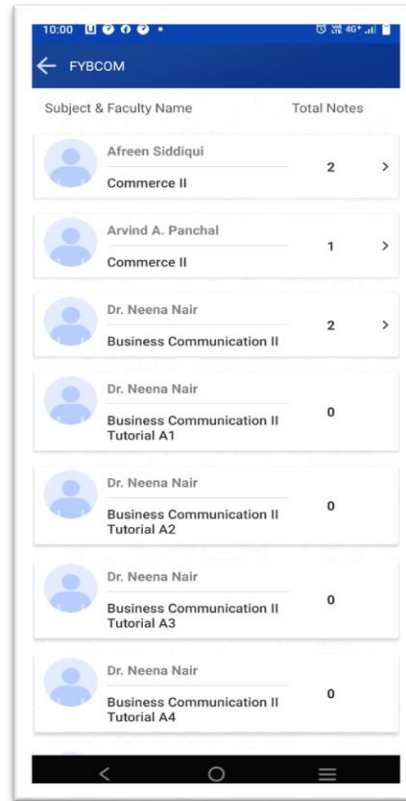
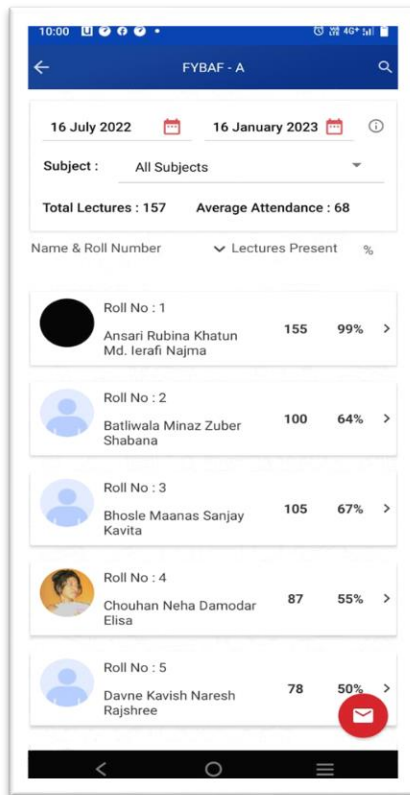


## Student User Interface





## Administrative User Interface



09:58 4G+ 4G+ 4G+ 4G+

Hi Dr. Shobha A. Menon

Class	Total Students	Avg. Attendance (Per Day)	
FYBAF - A	39	27	>
FYBAF - B	35	25	>
FYBAMMC - A	40	20	>
FYBCOM - A	136	61	>
FYBCOM - B	135	57	>
FYBCOM - C	135	45	>
FYBMS - A	68	44	>
FYBMS - B	64	41	>
FYBSC IT - A	75	53	>
FYBSC IT - B	69	52	>

Home Schedule Attendance Notice Profile

09:58 4G+ 4G+ 4G+ 4G+

Hi Dr. Shobha A. Menon

+ Add Notice

15-Jan-2023 09:17 AM 153/406

**Semester I results**

Students please note

DOWNLOAD

Sent to - Students (FYBCOM)

15-Jan-2023 09:17 AM 0/406

**Semester I results**

Students please note

DOWNLOAD

Sent to - Parents (FYBCOM)

15-Jan-2023 09:15 AM 119/2601

**Competition on road safety**

Students please participate

DOWNLOAD

Sent to - Students (FYBAF, FYBAMMC, FYBCOM, FYBMS, FYBSC IT, Part 1 MCOM, Part 1 MSC IT, Part 2 MCOM, Part 2 MSC IT, SYBAF, SYBAMMC, SYBCOM, SYBMS, SYBSC IT, TYBAF, TYBAMMC, TYBCOM, TYBMS, TYBSC IT)

Home Schedule Attendance Notice Profile

09:59 4G+ 4G+ 4G+ 4G+

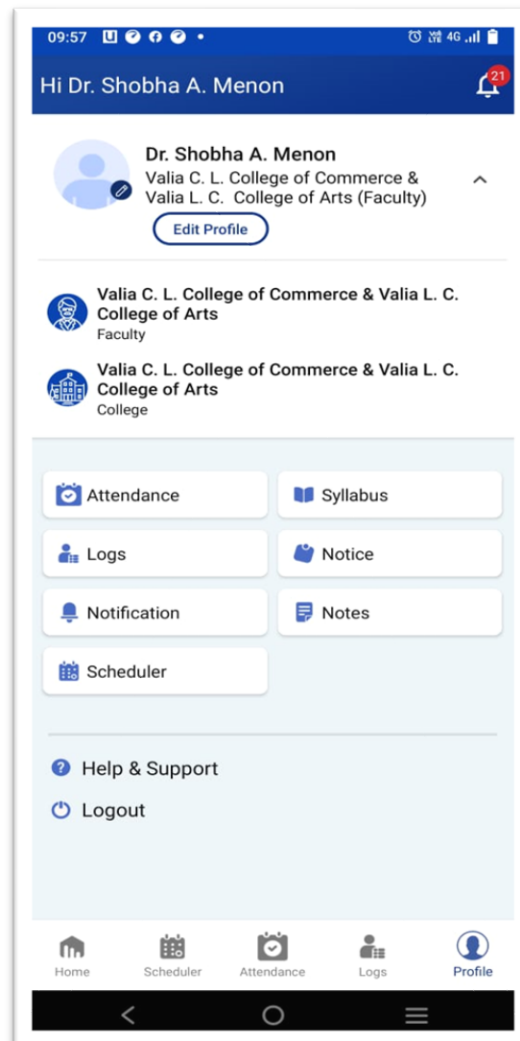
Feedback

Class	Total Participants	Average Ratings	
FYBAF - A	13/39	3.9	>
FYBAF - B	24/34	4.1	>
FYBAMMC - A	21/32	3.8	>
FYBCOM - A	0	0	>
FYBCOM - B	0	0	>
FYBCOM - C	0	0	>
FYBMS - A	16/64	3.9	>
FYBMS - B	3/61	4.2	>
FYBSC IT - A	11/73	3.6	>
FYBSC IT - B	45/69	4.0	>

Export Feedback

Home Schedule Attendance Notice Profile





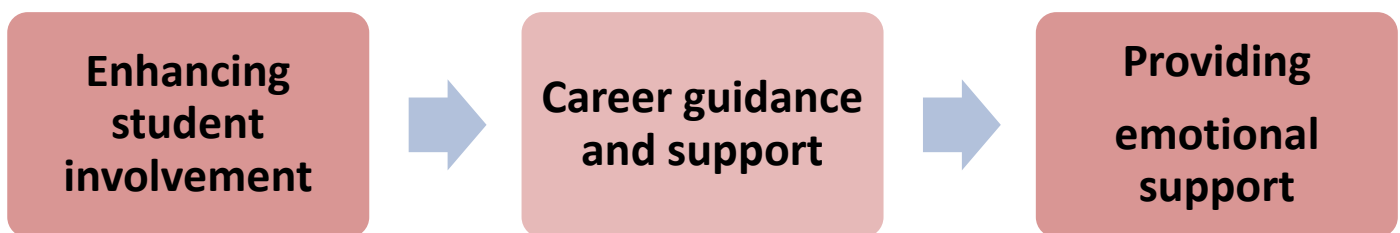


## **BEST PRACTICE - 02**

### **Class Adoption Program**

#### **GOAL**

The primary aim of this practice is to strengthen the faculty student bond and enhance faculty ownership of the students through:



#### **CONTEXT**

The college has always been working towards enhancing value to the services it renders to students. The college has a number of students who come from families where parents are either uneducated or have little more than basic schooling and the college is their only source of support. Over the years it was noticed that if the college fails to provide this much needed support students develop a disconnect with the college and may even drop out because of a lack of focus. The IQAC felt the need to foster greater bonding by implementing a Class Adoption Program.

## PRACTICE

Since the role was new to the faculty the need was felt to train them through a workshop in which their role was clarified to them. Students who were used to this approach having had class teachers throughout their schooling and junior college days were much more receptive to the idea. After the preliminary training, classes were allocated to full time faculty, visiting faculty were not involved in the program because of their limited time availability within campus. The primary focus as indicated above was fourfold :

### ENHANCING STUDENT INVOLVEMENT

This goal was achieved through a series of meetings between the faculty and students, in which activities were planned for students based on their demands. This would mean, that, if a particular class felt the need to have a session on mental health, the faculty would arrange such a session. If another class felt the need for a session on resume building, the same was organized for them. The benefit was that since sessions were need based and organized on demand, student participation was better.

### CAREER GUIDANCE AND SUPPORT

This goal was achieved through a two-fold approach. As discussed earlier, classroom sessions were held based on the requirements expressed by students. So, specific career avenues were discussed by experts. In case, the need was felt, faculty also encouraged students to take up free courses to enhance their employability. If a class teacher felt that another faculty would be able to guide a student better, the student was directed to that faculty. In this way indirectly the expertise of visiting faculty and professionals were readily available to the students.

## PROVIDING EMOTIONAL SUPPORT

Academic decline is often linked to personal and emotional problems that often go unidentified and hence unresolved. The college has a counsellor; however, students are often reluctant to approach the counsellor. Under the Class Adoption Program the class teacher arranged for sessions with the counsellor thus breaking the barrier between the counsellor and the students.

## EVIDENCE OF SUCCESS

- Increased student involvement in class- based activities
- Greater cohesiveness among students of a class
- Easy problem resolution because students had a single point of contact.
- Better understanding of the needs of their adoptees by faculty.
- Greater parent-teacher interaction which was much appreciated by some parents.

## PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

- Success of the program varied from class to class and was much influenced by faculty involvement in their role as adopters. It was observed that in cases where the faculty had even a little resistance the gains were not significant.
- Parents especially daily wage earners were often unwilling to come for meetings which was rather unfortunate because the program was specifically targeted at such students who had limited access to outside resources.
- From the faculty viewpoint time was the primary resource required to successfully run this program but that was limited considering their teaching responsibilities.
- In some cases, it was observed that lady students were hesitant to approach male faculty especially when the issues involved were personal.

## CLASS ADOPTION PROGRAM : ACADEMICS AND BEYOND PHOTO GALLERY

