

Best Practice 2

Parent-teacher interaction: support network for adulthood learners

Objectives of the Practice

BNBCS is committed to provide homely and conducive learning environment to the learners. We at BNBCS believe that parents are one of the important stakeholders of the institution. Timely hosting parent teacher interaction is done by departments with following objectives

- To make parents aware about activities, facilities, provisions offered by the college for the students
- To make parents a responsible and vigilant partner in learner's progress.
- To discuss changing demands of parenting

3. The Context

Fast-paced changes happening in the society with respect to technology, social norms, communication have direct influence on educational sector. Thus, the changes in educational pedagogies, 'roles and responsibilities' of teachers and parents are inevitable.

Apart from fulfilling the basic needs of livelihood, parents have a huge role of shaping the life / persona of their children. Parents are instrumental in reinforcing social norms and expectations in their children. In Indian families, adult learners are still staying with parents who influence decision-making process. With the advent of social media and AI, the transformation in perception, attitude, and overall conduct of young adults pursuing higher education, has been drastic and demands care and vigilance. To limit the behavioural problems and to save teenage learners from common academic and social problems the support networks are required.

4. The Practice

- In India, teenage learners are vulnerable to different problems that include common ones like, Academic problems, behavioural issues stress, body shaming, social media obsession, peer pressure, and serious ones like anxiety, addictions, depression, mental illness etc. Overall In higher education sector the need is being felt about up skilling parents and facilitating their involvement in their kin.
- BNBCS focuses on creating conducive environment to its learners for ensured holistic development. The faculty members build the close bonds with the students through their interactions during the class, mentor meetings or even otherwise during casual meets. The need was felt by all the staff members and higher authorities to create support network for the students experiencing the reverse transition from online education to offline and blended learning pedagogy.

VPM's B. N. Bandodkar College of Science (Autonomous), Thane

- Departments took the initiatives to plan the meetings and communicate the same with the parents. The Common platform was made available to all the parents to discuss the issues faced by them and also for teachers to give hints and inputs about changing parenting requirements and to discuss academic performance of the learners.
- Apart from this, the one on one meetings with the select parents were called by teachers as per the specific case requirements. Administrative support, non-teaching staff assistance was required for contacting the parents.

Evidence of Success

- Through the interactions with the parents, teachers could get the information and realization about cultural backgrounds and grassroot level problems faced by students and parents.
- Parents were made aware about the facilities offered by the college and college policies regarding overall conduct and expected disciplinary expectations from learners. That resulted in overall better behaviour of learners and hence effective classroom management was experienced by teachers.
- They also have experienced a sense of satisfaction through the handholding with another important stakeholder for ensured holistic development of learners. Face to face interactions were felt to be effective in regaining faith and confidence in overall functioning of the system.

Problems Encountered and Resources Required

Though tried in many ways, 100% attendance of the parents was not achieved. Multiple factors like availability of venue, time slots, non-teaching assistance, and administrative assistance were required for effective and smooth conduct of parents meeting. Students and parents needed sensitization about the importance of parent teacher interactions multiple times. Departmental human resources were required.