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Founder- Secretary   **Director**

1. Title of the Practice: Quality Content Validation (QCV)

2. Objectives of the Practice: JIMS continues to focus on Quality Content created by the faculty members for the students. A quality validation approach is highly effective by preventing inaccurate & doubtful content reaching the students. This practice is to ensure quality in Lecture delivery, File content, Course Material etc.

2. Objectives:

To respond to the growing demand for meaningful and relevant teaching by validating and enhancing the Quality of content delivered.

To provide a platform where the teachers can improve teaching abilities and able to develop a suitable teaching style

To enable précised, error-free content and quality teaching which makes the teaching learning process enjoyable.

3. The Context:

The present era is the 'Era of Quality' and the increasingly broadening scope of education and a greater diversity of student profiles emphasizes the urge for better quality. The institute has the practice of providing specific content to the students through various modes from the beginning. To make the process more effective, the process of Quality Content Validation (QCV) has been initiated for every three years. Through the process of proper validation, the institute ensures the students with quality, exact and error-free content. To ensure all the faculty members are delivering the whole curriculum consistently. The institute understood meticulous academic planning is important to assure enhanced learning. Hence the process of Quality Content Validation is initiated and continued. This process also helps to adopt appropriate teaching methodologies to the faculty members. This process helps the slow learners to understand the difficult subject in a considerable manner and further, it also helps the advanced learner to gain the subject knowledge and its application.

4. The Practice

The QCV practice begins before the subject allocation for each semester. The Director, Head of Departments and academic coordinators in their meeting discuss the academic planning. After that, subject preferences are given by the faculty members. After receiving the subject preferences, Head of Departments in consultation with the Director, allocation of subjects is being finalized.

For subject allocation following criteria is considered: Domain knowledge Specialization area, Teaching experience & Teaching workload. After finalization of the subject and responsibilities, the same is communicated to the respective faculty members. Faculty members are given one month's time for subject preparation and academic file preparation etc. The demo lectures of faculty members are scheduled for their enhancing teaching skills. During Demo lectures all the faculty members along with Director are present. The Director and other faculty members give valuable inputs regarding precise lecture delivery, voice clarity, voice audibility, usage of teaching aids, body language etc. This helps the faculty members to update their knowledge, teaching skills, improve their confidence, body language etc. Further, their notes are checked by the competent authority (Director/HOD/IQAC/Subject expert from sister concern/ Industry expert as the case may be) and accordingly suggestions are given to the faculty members for further improvement. In case of any suggestions, the faculty members are instructed for corrective actions which include rescheduling of demo lecture, content updating etc.

The validated and updated content is being uploaded in MOODLE (The learning management system) by the respective subject faculty. In case of new/difficult subjects/fresher faculty, peer faculty experience becomes additional inputs. The subject experts of other JSPM Institutes and industry resource person expertise are utilized by way of guidance to the subject faculty, content validation etc. The Institute Director takes lecture feedback from students during students' interaction in between the semester and same has been communicated to the respective faculty members for further improvement.

Context of Higher Education:

This practice helps the institute for overall improvement in the process. Further, through demo lectures faculty shares knowledge, expertise with peer faculty members. Advancement of the relevant discipline/subject knowledge in the context of the recent changes in the management education, computerrelated technologies and latest developments are shared among the faculty members. This also encourages the faculty members to share their relevant knowledge to the students' fraternity in the context of global technological development.

Limitations:

Time constraints: Time constraints in between odd semester and even semester. Even semester has lesser time for the preparation & QCV practice. This has been overcome by conducting separate demo lectures for MBA & MCA departments.

Resistance: When the QCV process was initiated there was some critical resistance from some of the faculty members. However, it was mitigated through counselling and open forum discussion about the benefits of this process.

JIMS-Best Practice1:-
Quality Content Validation

Academic Planning Meeting	The Director, HOD and DAC

Subject Preference By Faculty Members

Subject Allocation Meeting	The Director, HOD and DAC

Subject Allocation
- Domain Knowledge
- Teaching Experience
- Specialization Area
- Teaching Workload

Feedback

Academic File

Demo Lecture And Academic File Checking
- Knowledge
- Teaching Skills
- Confidence
- Body Language

Content Validation

Feedback, Content Upgradation
- Subject Expert
- Industry Expert (If Applicable)
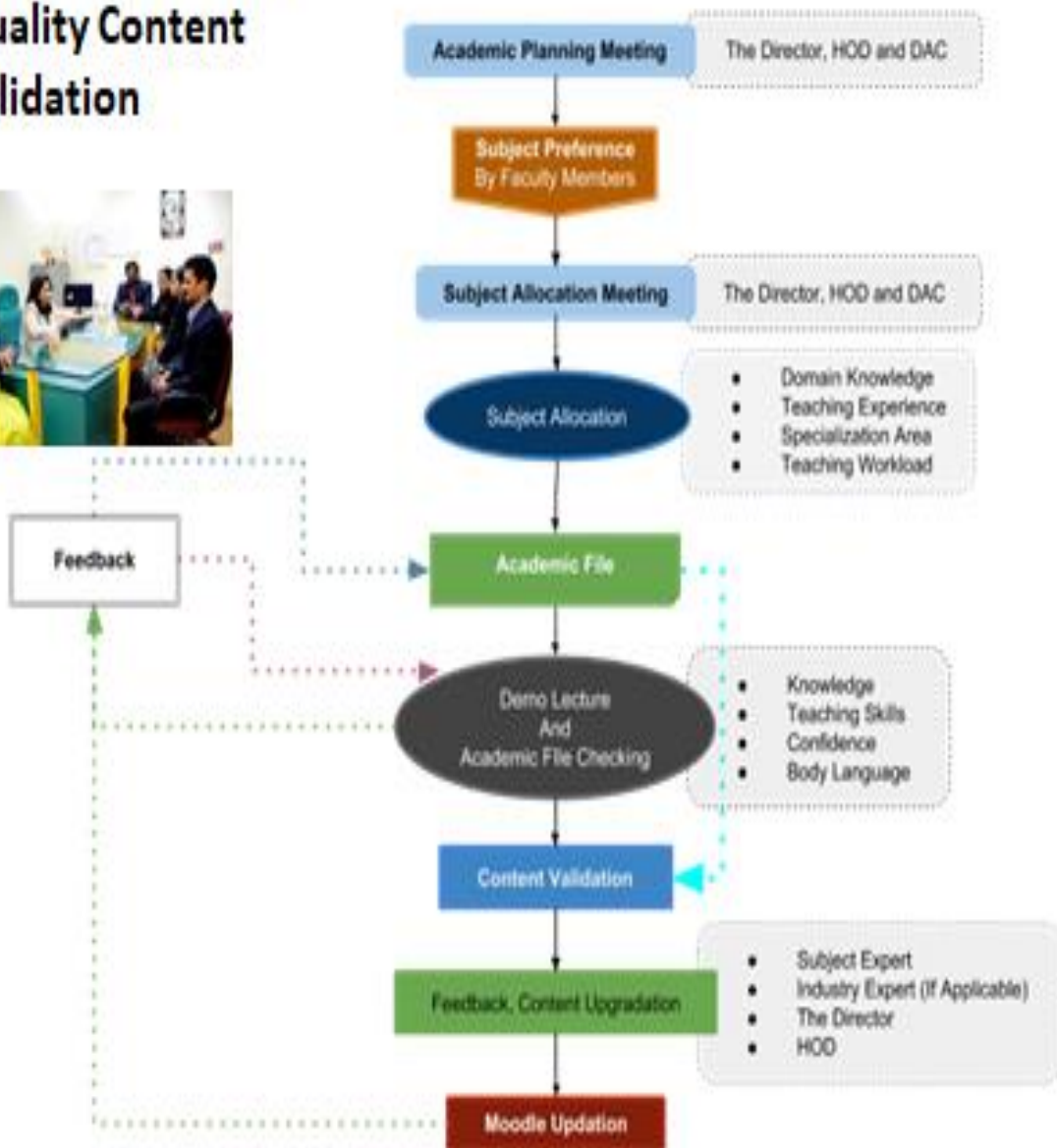- The Director
- HOD

Moodle Updation

Fig: QCV practice

5. Evidence of Success: The success of this practice could be evidenced by the following:

During the interactions with the students, the director has received positive feedback about most of the lectures and the contents delivered.

The faculty review about the practice reported at varied circumstances like director meeting, Department meeting, one to one interactions etc. are as follows:

The faculty members have expressed their positive view about the QCV practice. Confidence about the content and delivery method is improved.

Peer learning was one of the notable success as few faculty members were able to adopt varied teaching style which was exhibited by peer members in the demo sessions.

The faculty members also felt that well advanced academic planning has helped them to deliver the complete curriculum with the same enthusiasm which was possible through QCV.

The industry experts, while interaction with the head of the institute, have also appreciated this practice and their involvement were also increased.

The quality of content in the MOODLE (LMS) is also improved this could be evidenced by the increased usage by the students.
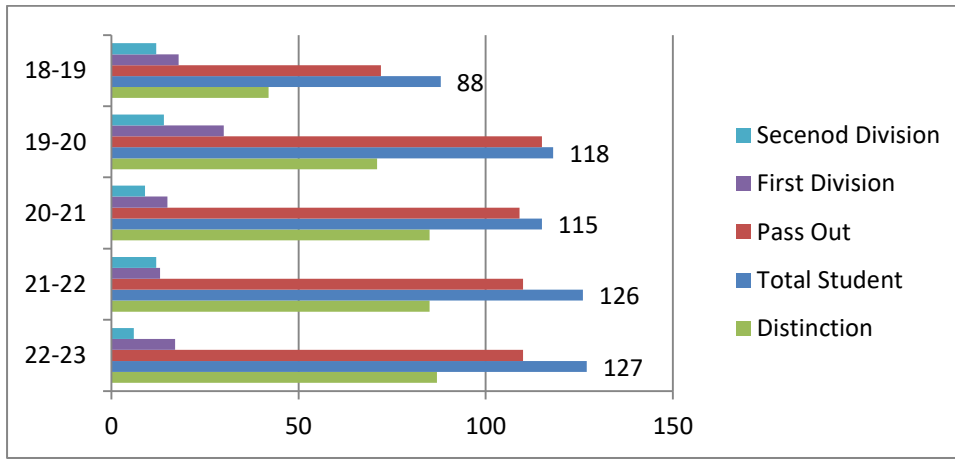
Evidence of Success :

1. **Maintenance of over 80%   pass percentage**

Pass percentage of Students during last five years (excluding backlog students)
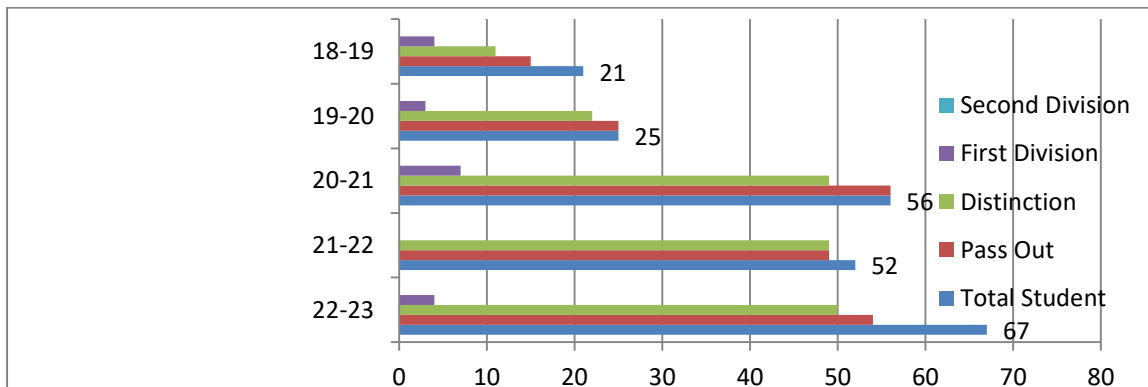
Year	Program Code	Program Name	Number of students appeared in the final year examination	Number of students passed in final year examination	Result in %
2022-23	MB6129	MBA	127	110	86.6142
2022-23	MC6129	MCA	67	54	80.5970
2021-22	MB6129	MBA	126	110	87.3016
2021-22	MC6129	MCA II Year	52	49	94.2308
2021-22	MC6129	MCA III Year	66	62	93.9394
2020-21	MB6129	MBA	115	109	94.7826
2020-21	MC6129	MCA	56	56	100.0000
2019-20	MB6129	MBA	118	115	97.4576
2019-20	MC6129	MCA	25	25	100.0000
2018-19	MB6129	MBA	88	72	81.8182
2018-19	MC6129	MCA	21	15	71.4286

Student Result
[mba]

	22-23	21-22	20-21	19-20	18-19
Total Student	**127**	126	115	118	88
Pass Out	**110**	110	109	115	72
Distinction	**87**	85	85	71	42
First Division	**17**	13	15	30	18
Secenod Division	**6**	12	9	14	12

Student Result	22-23	21-22	20-21	19-20	18-19
Total Student	67	52	56	25	21
Pass Out	54	49	56	25	15
Distinction	50	49	49	22	11
First Division	4	0	7	3	4
Second Division	0	0	0	0	0

2. **Maintenance of high teaching standards as per students expectation**

Faculty Member's teaching Performance as per student's feedback

Sr. No.	Subject Name	Teacher Name	Feedback %
1	Java Programming	Prof. Shweta Padale	85
2	Data Structure and Algorithms	Prof. Lina Deshmukh	77
3	Object Oriented Software Engineering	Prof. Deepak Pandita	90
4	Operating System Concepts	Prof. Sarika Patil	85
5	Network Technology	Dr. Gorakh Wakhare	71

Impact of Quality Content Validation

Faculty members Positive Feedback

Faculty Confidence in Content and Delivery Improved

Peer Learning

Advanced academic planning

Students Positive feedback

Appreciation from Industry Experts

Effective Academic Performance

6. Problems Encountered and Resources Required Problem encountered:

Newly introduced subjects, new faculty members, subject allotted to the faculty for the first time have taken extra time to get them ready for this practice.

Resources Required:

Facility to issue additional books from the library

Guidance by the peer faculty member

External expert guidance

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Director

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Best Practice 2: Student Development through Guardian Faculty Member

1. Title: Student Development through Guardian Faculty Member

JSPM JIMS has established a commendable best practice known as "Student Development through Guardian Faculty Member"

2. Objectives

- To foster a supportive and nurturing environment for students.

- To ensure the holistic development and well-being of the institute's community by providing personalized guidance and mentorship.

- Effectively address academic, personal, and professional concerns in a rapidly evolving social& educational landscape
- Personalized attention and support for behavioural, psychological, social upliftment for making them valuable citizen of this country.

3. Context in Higher Education

 A Guardian Faculty member for MBA & MCA students plays a pivotal role in their higher professional education by offering personalized mentorship, career guidance, and academic support. They assist students in overcoming challenges, making informed career decisions, and fostering personal growth, thereby enhancing their overall educational experience and preparing them for successful professional careers. The context within which this practice is implemented is one of a rapidly evolving educational landscape, where the need for personalized attention on behavioural, emotional and social support has become increasingly critical.

Practice: Each student is assigned a designated "Student Development through Guardian Faculty Member" [GFM] who serves as a mentor, confidant, and facilitator throughout the student's academic journey. The Guardian Faculty Member is tasked with monitoring the student's progress, providing academic counselling, and offering emotional support. This personalized approach aims to create a supportive environment that nurtures growth and development in students. Each GFM meets assigned student mentees at least once in fortnight in a group or/and in person taking stock of the past and future issues giving direction in which the matter to resolved successfully. Special GFM meeting also conducted in case of any emergency **.** GFMs contact parents to know about the real position of the mentee in the home environment**.**

The evidence of the practice's success is demonstrated through following factors:

1. Improved academic performance
2. Increased student engagement in co-curricular and extra-curricular activities
3. Constructive reflection in the skill pattern in the student for better placement.
4. Overall enhanced personal well-being within the institute's community.
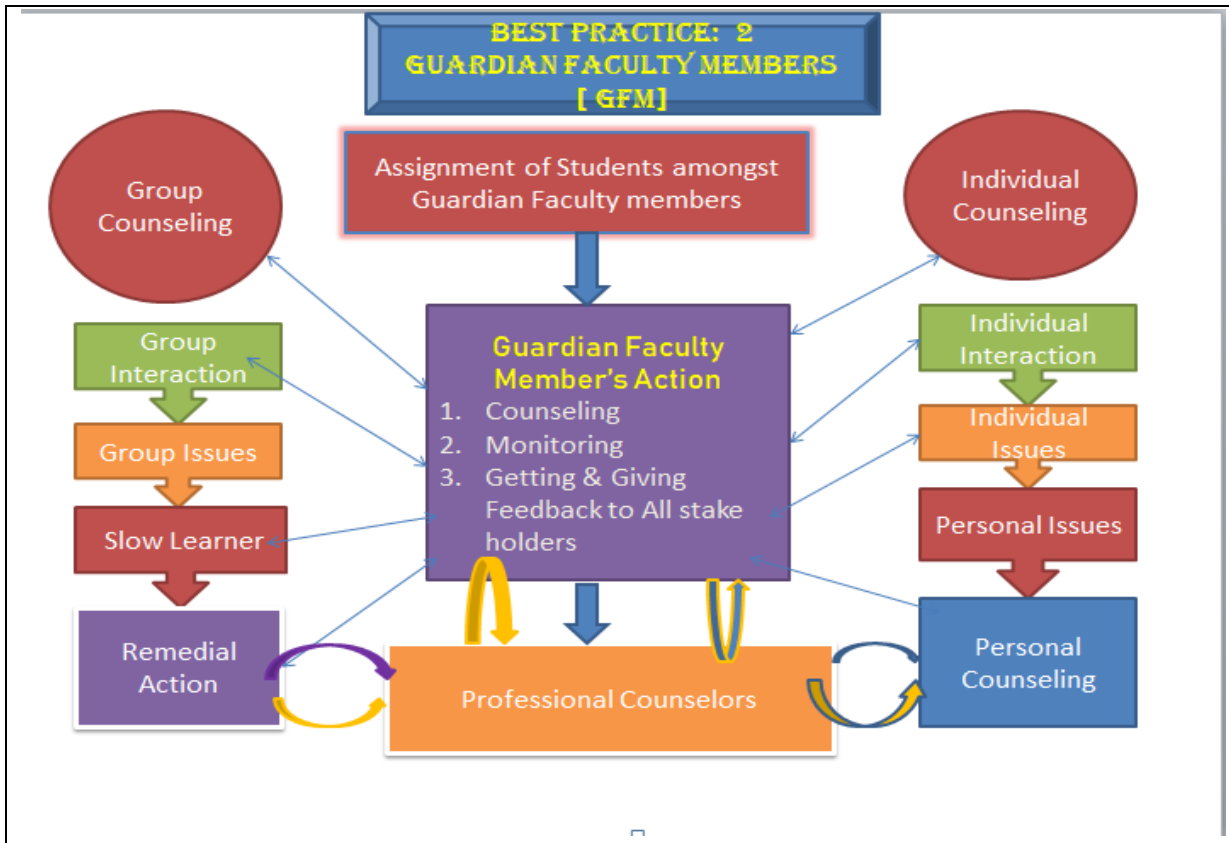
The positive impact of the Guardian Faculty Member Practice reflects the importance of personalized mentorship and support in fostering a conducive learning environment for all individuals involved in the educational community.

Problems encountered are primarily related to the coordination and communication between faculty members and students, which is continuously being addressed through proper scheduling of GFM sessions, professional development programs and feedback mechanisms. Other problems are stated below:

1. **Gender Issues:** Some times GFM of a particular gender to fail to counsel mentees, as he/she may find it uncomfortable to share his/her personal issues. In such cases faculty of same gender as mentee's are invited to counsel separately. Who in turn update the concerned GFM of the mentee about the issues.
2. **Social Isolations:** Sometimes mentee doesn't respond to the call for counselling by the GFM for the reason best known to him/her. In this case with the intervention of the Director and Parents, the student comes back to natural stream.
3. **Students Absence:** At certain instances, due to unforeseen circumstances and medical emergencies students remain absent. In this case, GFMs become helpless because they have no other way, except giving words of solace and consoling over the telephone and permitting them to remain absent.

BEST PRACTICE: 2
GUARDIAN FACULTY MEMBERS [GFM]

- Group Counseling
- Assignment of Students amongst Guardian Faculty members
- Individual Counseling

Guardian Faculty Member's Action
1. Counseling
2. Monitoring
3. Getting & Giving Feedback to All stake holders

- Group Interaction
- Group Issues
- Slow Learner
- Remedial Action

- Individual Interaction
- Individual Issues
- Personal Issues
- Personal Counseling

- Professional Counselors

Individual & Group Counseling By GFM & Experts

Counseling by GFM

Counseling by Expert behavioral Psychologist

Group Counselling

Dr. Bipin Bankar

Director

JSPM's JIMS Student Kiran Nayak Wins Insignia Song Competition

Kiran Nayak, a talented student from JSPM's Jayawant Institute of Management and Studies (JIMS), has emerged as the winner of the prestigious Insignia song competition. The competition, organized by the renowned ASM group, witnessed a multitude of participants from various esteemed institutions, showcasing their musical talents.

Held on 3rd & 4th June 2022, the **Insignia 22** competition aimed to identify and celebrate budding musical talents across the region. Kiran Nayak's exceptional performance captivated the judges and audience alike, earning him the coveted first-place title. Her soulful rendition and dynamic stage presence set him apart from other competitors, demonstrating his remarkable musical prowess and dedication.

Kiran's journey to this achievement was marked by rigorous practice sessions and unwavering support from her peers and mentors at JIMS. Her victory not only highlights her individual talent but also brings pride to JSPM's JIMS, emphasizing the institution's commitment to nurturing and promoting artistic talents among its students.

The ASM group, known for its contribution to promoting arts and culture, praised all participants for their enthusiasm and skill. Kiran Nayak's win at the Insignia song competition is a testament to her hard work, passion for music, and the supportive environment provided by JIMS, encouraging students to excel in diverse fields

Dr. Bipin Bankar

Director

JSPM's
JAYAWANT INSTITUTE OF MANAGEMENT STUDIES
(NAAC Accredited – A Grade)
(Approved by AICTE, New Delhi, Recognised by Govt. of Maharashtra & Affiliated to Savitribai Phule Pune University)

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JSPM's JIMS Student Mr. Mahesh Dadge in Case Study Competition

Our student Mr. Mahesh Dadge won All India first prize in case study competition conducted at New Delhi, by TATA Group, judged by panel of judges on the basis of

1. Creativity in developing suggestion
2. Benefits for the organization
3. Quality of presentation

Mahesh excelled in all criteria and awarded him " Par Excellence Award" for the case study topic; Case study on 2.2lt Engine Assembly Conveyer to improve Productivity, Quality and Cost by refurbishing of old Sump Sealant Dispenser.

Dr. Bipin Bankar

Director