



JSPM's
JAYAWANT INSTITUTE OF MANAGEMENT STUDIES
(Approved by AICTE, New Delhi, Recognised by Gov. of Maharashtra & Affiliated to Pune University)

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Best Practice I: Quality Content Validation

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

2. Objectives of the Practice:

JSPM's JIMS intends to provide quality content to the students. Institutes focus on Quality Content created by the faculty members for the students. A quality validation approach is highly effective by preventing erroneous content reaching the students. This will help students to have a deeper understanding of the subject. This practice is to ensure quality in Lecture delivery, File content, Course Material etc.

Objectives:

- To provide quality education to students for deeper understanding of the subject and enhance the industry skill set.
- To provide the platform where both industry as well as academic experts give their inputs to minimize the gap between industry and academic.
- To respond to the growing demand for meaningful and relevant teaching by validating and enhancing the Quality of content delivered.
- To provide an opportunity and platform where the teachers can enhance their teaching abilities and be 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:

Quality teaching is the process through which trained teachers use student centered teaching approaches in well-managed classrooms and skillful assessment to facilitate learning and reduce complexity.

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. Institute having two management courses i.e. MBA & MCA. To fulfill the demand of management, a student's teacher should come with a practical approach and innovative teaching pedagogy so students can understand and experience the business problems and find their creative and feasible solutions.

The institute has the practice of providing précised 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. Through the process of proper validation, the institute ensures the students with quality, précised 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.

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 discusses the academic planning as given in the above figure.

After that, subject preferences are given by the faculty members. After receiving the subject preferences, the 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 etc.

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 enhancing teaching skills. During Demo lectures all the faculty members along with the Director are present. Along with academic expertise one expertise from industry is called for the QCV. The Director, Industry expert 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 faculties 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 the 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, computer- related 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 semesters have 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 counseling and open forum discussion about the benefits of this process.

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 successes as few faculty members were able to adopt a 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 interacting with the head of the institute, have also appreciated this practice and their involvement has also increased.
- The quality of content in the MOODLE (LMS) is also improved; this could be evidenced

by the increased usage by the students.

6. Problems Encountered and Resources Required Problem encountered:

Newly introduced subjects, new faculty members, subjects 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.




Dr. Priyanka Singh
Director



BEST PRACTICE-II

1. Title of the Practice: Multi Level -Monitoring System

2. Objectives of the Practice:

The institute practices a strong monitoring system which takes place at various levels. Through this multilevel monitoring the institutes monitor the activities of the students and thereby develop their skills at all fronts.

- To encourage effective interaction between Teacher-student-Parent.
- To monitor the attendance and behavioral aspects of the students effectively at individual level.
- To Identify the weak areas and work out remedies helping students thereby taking their complete care.
- To develop an interactive environment where students can get mentoring at various levels to improve their overall personality.
- To enhance the teaching learning process of the students.
- To ensure smooth functioning of various curricular, extracurricular and administrative activities and responsibilities.

3. The Context

The model of multi-level monitoring is implemented after discussing each and every aspect of the context. In designing this practice a lot many questions were to be addressed before implementing as the levels and roles are to be defined properly before implementing the system. The main issue before designing this system is:

Smooth functioning of the curricular, extracurricular activities and administrative responsibilities. The background of the students like: geographical area, economical condition, academic background, work experiences are varied. Overcoming these differences and designing a system which will address all the students was a great challenge for the institute.

Multilevel monitoring systems help the student's right from the admission procedure and even after the student gets passed out and keep bonding with the institute as an alumni.

The system must address the students in both the front like Academic and administration. The current system of Multi level monitoring is designed by concerning all the issues. The system has undergone various changes before getting a final implementable version.

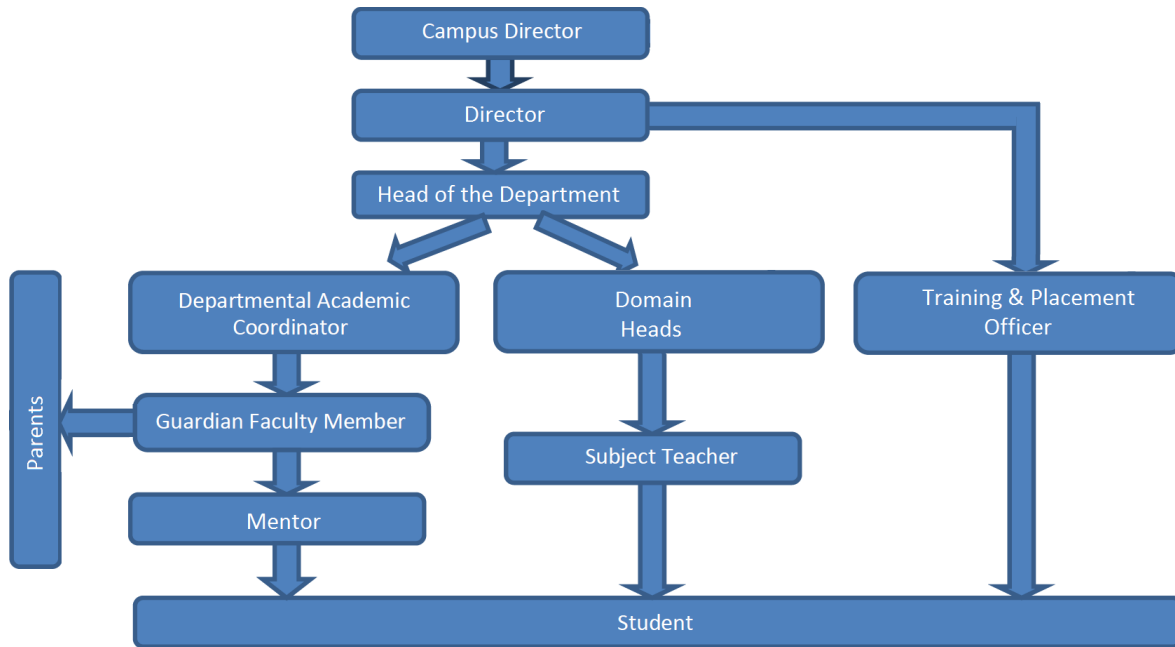
The institution has not faced any difficulty in implementing the system as it was designed after considering all concerns.

4. The Practice

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

In India the concept of monitoring is considered to be less important when it comes to higher education like post-graduation. JSPM's JIMS as an institution considers that Monitoring is one such aspect which will connect the students & parents with the institution even beyond their stay in the institute.

Hence JSPM's JIMS has developed the concept of multi-level monitoring where each student will get individual attention which will help the ward to improve and grow in all the aspects of life. Each level in the monitoring system was included with a purpose and defined role.



Multi-Level Monitoring System

The monitoring structure includes the campus director at the highest level who looks after the infrastructure needs of the institute and the students. The director looks after the academic and administrative issues at the institute level followed by HOD. The HOD's of both the departments monitor the functioning of the department in both fronts vice academic and administrative.

Departmental Academic Coordinator (DAC) of both the departments monitors the academic functioning of the department by preparing and proper implementation of academic calendar, timetable exam schedules, subject allocations etc. followed by Guardian Faculty Member (GFM) who acts as a guardian to the students in the institute. GFM is the immediate point of contact for the students. GFM monitors their attendance, behavior in class room and counseling each one on different issues.

The intense monitoring of students at individual levels starts from GFM followed by mentors. The mentors will monitor the counsel the students at the individual level.

In the other end the domain heads and subject faculties will monitor the students at the academic front.

The focus of all the levels in the monitoring system must address the students and the parents. Even though it is a multi-level monitoring system the students should not feel it as a burden. Proper care has been taken by the institute in this regard.

5. Evidence of Success

1. Multilevel Monitoring helps the institute for well coordination and implementation of various activities planned by the institute.
2. Management principle “Delegation of Authorities” is implemented through multilevel monitoring systems.
3. Faculty morale increased as they were assigned with authorities and responsibilities.
4. Students' problems were solved at different levels through mentors, GFM, HOD etc.
5. Delegation of administrative responsibilities helps the institute to bring smooth functioning of administration.
6. Documentation and reports preparation were done systematically at each level that helps the institute to maintain proper academic and administrative records.
7. Students performance was monitored by giving individual attention and hence it helps the students too for determining the weak areas and ways to improve it.
8. Bonding between the students and faculties became strong as each student was given prior attention by respective faculties.
9. Academic as well as personal counseling was given by the mentor and GFM that helps the students to improve their academic results and overall development.
10. The students and their parents appreciate the efforts of the institute throughout the process which is evidenced through feedback from students, parents meet etc.

6. Problems Encountered and Resources Required

Problems Encountered

- 1) Students from rural backgrounds initially hesitate to talk, express their problems in front of their mentor and respective GFM's.
- 2) Building mentees confidence was the problem that arose initially but slowly and steadily as students get closer to mentor and GFM, it was overcome.
- 3) Assigning the roles and responsibilities to the faculties was challenging initially but it was overcome by taking into consideration their experience, expertise and academic load.

Resources Required:-

- Well Trained staff members
- Well-equipped computer laboratories
- In-house scanners and printers for uploading documents and preparing records.




Dr. Priyanka Singh
Director