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)
S. No. 80, Pune-Mumbai Bypass Highway, Tathawade, Pune – 411033.
Phone: 8237076937/38 **Telefax:** +91-20-22933424.
E-mail: director_jims@jspm.edu.in **Website**: www.jspmjims.edu.in

Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph. D
Founder- Secretary

AISHE ID: C-60096

Dr. Bipin Bankar
B.Com, MBA, Ph. D.
Director

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 adeeper 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.

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 someof 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 demosessions.
- 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. 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)
S. No. 80, Pune-Mumbai Bypass Highway, Tathawade, Pune – 411033.
Phone: 8237076937/38 **Telefax:** +91-20-22933424.
E-mail: director_jims@jspm.edu.in **Website**: www.jspmjims.edu.in

Prof. Dr. T. J. Sawant
B.E. (Elec.) PGDM, Ph. D
Founder- Secretary

AISHE ID: C-60096

Dr. Bipin Bankar
B.Com, MBA, Ph. D.
Director

Best Practice II : Guardian Faculty Member

1. **Practice:** Guardian Faculty Member (GFM)

2. **Objectives:**

- To provide personalized academic support to students, ensuring their holistic development and well-being.
- To establish a mentorship relationship between faculty members and students, fostering trust, communication, and academic growth.
- To address students' academic concerns, provide guidance on career planning, and offer support during personal challenges.
- To enhance student engagement, retention, and success by creating a supportive and nurturing learning environment.

3. **Context:**

Recognizing the importance of student support beyond academics, JIMS introduces the Guardian Faculty Member (GFM) practice. In an era where student success is not solely defined by academic achievements, but also by their emotional and social well-being, the GFM program aims to create a conducive environment for overall student development.

4. **The Practice:**

The GFM practice assigns each student a dedicated faculty member who serves as their mentor and guide throughout their academic journey. The selection of Guardian Faculty Members is based on their empathy, approachability, and commitment to student welfare.

- **Allocation Process:** At the beginning of the academic year, students are assigned a Guardian Faculty Member who oversees their progress and well-being.
- **Roles and Responsibilities:** Guardian Faculty Members serve as a primary point of contact for

students regarding academic queries, personal concerns, and career guidance. They conduct regular meetings with their assigned students to discuss their academic performance, goals, and challenges.

- **Mentorship and Support:** Guardian Faculty Members offer personalized mentorship, providing encouragement, advice, and resources to help students overcome obstacles and achieve their potential. They actively listen to students' concerns, offer emotional support, and refer them to appropriate campus resources when needed.

- **Monitoring and Intervention:** Guardian Faculty Members monitor students' academic progress, attendance, and participation. They intervene proactively if they notice signs of academic struggle, absenteeism, or emotional distress, providing timely support and guidance.
- **Collaboration and Referral:** Guardian Faculty Members collaborate with other support services on campus, such as counselling centres, career services, and academic advisors, to ensure holistic student support. They refer students to these services as necessary and follow up to ensure their needs are addressed.
- **Feedback and Evaluation:** Guardian Faculty Members regularly solicit feedback from students to assess the effectiveness of the mentorship program and identify areas for improvement. They participate in professional development activities to enhance their mentoring skills and stay updated on best practices.

5. Evidence of Success:

- Increased student engagement and satisfaction with academic support services.
- Improved student retention rates and academic performance.
- Enhanced sense of belonging and connection to the institution among students.
- Positive feedback from students regarding the support and guidance received from Guardian Faculty Members.
- Reduction in student dropout rates and instances of academic probation.
- Recognition of the GFM program as a best practice in student support and mentorship within the institution.

6. Challenges and Resources Required:

Challenges:

- Managing workload and time commitments associated with mentoring multiple students.

- Addressing diverse student needs and concerns within the framework of the program.
- Ensuring effective communication and coordination between Guardian Faculty Members and other support services.

Resources Required:

- Training and professional development opportunities for Guardian Faculty Members to enhance their mentoring skills and knowledge of student support services.
- Dedicated administrative support to facilitate coordination and communication within the GFM program.
- Regular feedback mechanisms to assess the program's effectiveness and identify areas for improvement.
- Adequate institutional support and recognition of the importance of student mentorship and support in achieving academic success and overall student well-being.

Dr. Bipin Bankar

Director