JAIPURIA INSTITUTE OF MANAGEMENT, NOIDA

List of ICT Tools and resources available

Sl No.	ICT Tools and resources available
1	Impartus - Video Lecture Capture Solution
2	LMS Powered by moodle engine
3	Jaipuria You tube channel
4	Zoom
5	Other ICT tools available at the campus: Academic Learning Area consists of classrooms, tutorials, IT labs and auditorium designed by SWABI, a renowned architect of India. • Out of total 17 classrooms, 4 rooms are designed in a theatre style with supplementing the audio-visual sessions through Multimedia Projection System, speaker/amplifier system equipped with 17 numbers of Intel i3 powered Lenovo desktops with Windows 10, Office 2016 Professional, SPSS etc. • Internet available 24x7 with WiFI speed of 300 Mbps in the whole campus including hostel and classroom. Institute ensures the following for 24x7 students' learning - in a group or independently: • Impartus have been installed to help students to re-look at class proceeding thereby enabling absentee students to update his/her learning and get prepared well for the next session. • Apart from the straight benches, cluster seating arrangement (with round tables) is provided in the central lawn and student lawn for the team-based assignments. • 2 Auditoriums – Audi 1 & Audi 2 – with a total capacity of 360 is available for industries /expert lecture. These auditoriums are equipped with PA system, projector, screen and other modern facilities. • Individual copies of the Mint Newspaper is provided to all the students for 10 months in an Academic Year. • Video conferencing facility is available for any special guest/ subject expert. • Institute's Data Centre provides Mobile messaging to students for supporting their learnings.

The processes include adherence to academic calendar and improving instruction methods using pedagogical initiatives such as real world examples, collaborative learning, analysis of data etc. encouraging bright students,assisting weak students etc.

Course Pedagogy (Outcome Based Education (OBE)): Fundamentally, Management education focuses on experiential learning by students to enhance their knowledge, skills sets, and attitudes. Each student should have achieved the outcome by the end of the educational experience. The pedagogical tools that get them there are exercises, cases, field projects, individual and group presentations, reports, field visits, etc. With case studies and projects, students are exposed to real-world managerial problems. They apply learned concepts to decision-making and problem-solving. The use of quizzes, role plays, and other continuous evaluation methods allows for prompt and progressive feedback, which in turn helps students renew their learning. The student-centric approach allows for continuous improvement. Each program offered is reviewed every year for its relevance, quality of contents, pedagogy, and quality of course material. Faculty with considerable teaching, research, and industry experience deliver each course.

After completing each course, the students fill an online structured feedback form providing course feedback, meeting of stated learning outcomes, quality of course material, pedagogy, and instructor effectiveness. The feedback form is confidential and anonymous, thus ensuring that the students can give a fair opinion. The feedback is shared with the Faculty.

Additionally, informal feedback is also taken by the Director, Dean, and respective Program Director through the designated Class Representatives and an Open House feedback session. Issues discussed and suggested improvements are communicated to the Faculty to ensure course delivery in achieving desired course learning outcomes. The Faculty also seeks feedback from the alumni network, current pass-out students, industry professionals, and subject matter experts to identify gap areas and make the course content and pedagogy relevant and contemporary.

Teaching and Learning innovations during COVID times (March-2020 to ongoing)

Education during the early phase of COVID-19 focused on implementing remote learning modalities as an immediate response to the crises. Educational Technologies (Ed-Tech) has been essential to keep learning despite lockdowns, opening new opportunities for delivering education. Online sessions from across the world by renowned faculty who taught online earlier were immediately put in place as a training and development facet for all the faculty in the institute. Interventions were made to ease the adoption of technological tools as pedagogy and assessment elements. The concept of meaningful two-way interactive learning, which is the most significant concept of any pedagogy, was also introduced in the learning methodologies. Using "rooms" within the Zoom platform helped divide the students into groups and give them team exercises. The tool for taking online polls during a session on the online tool helped manage surprise quizzes and continuous learning measurements.

The use of technology was further enhanced to ensure effective online learning and assessment of the students. The Learning Management System (Moodle) was already in place. It was customized further to include additional aspects of assignments, quizzes, and interspersing with the Zoom conference tool.

Online seminars, masterclass, industry guests, workshops by industry experts, subject matter experts, and professionals from overseas Universities were introduced regularly. This helped students keep in tune with the changing times and get a larger perspective on various dimensions.

These immediate measures contributed to zero academic loss and increased student engagement and enhanced learning during the crisis. All assignments and live projects during this period were online. Students were provided access to courses available on MOOC platforms with credit alignment for some courses. Additionally, other e-resources from NPTEL, Udemy, Coursera, and others were shared with the students for continuous learning. The adoption of online platforms helped in live lesson streaming, helping students learn on a regular schedule and not lose any time during the trimesters even if they were not well or had problems in the family due to the pandemic.

Even after re-opening the institute for face-to-face sessions, the technological infrastructure remains a part of the teaching-learning process. Guest lectures, assignments, tech tools in quizzes are used regularly as an additional impetus to the regular classroom sessions.