2.3.1 Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences using ICT tools. Write description in a maximum of 500 words.

At GJIMT, student-centric methods are implemented to enhance learning experiences through the use of ICT tools in various educational methodologies such as experiential learning, participative learning, and problem-solving.

Experiential Learning	Participative Learning	Problem-Solving Methodologies
• Virtual labs • Communication Lab • Simulation Game 'Customer is King' • Virtual Reality (VR) tools like Google Earth and virtual field trip platforms	• Group projects • Group discussions, • Peer-to-peer learning via Google Meet, Zoom and Microsoft Teams • Polling and survey tools, such as Kahoot!, Quizizz, Google Forms and ProProfs Quiz Maker • Certification Courses from Coursera, SWAYAM, edX.	• Software - SPSS, R and Python • Case studies from Harvard Business Review, MIT Sloan Management Review • Mind-mapping tools like MindMeister • Concept-mapping software like CmapTools

Experiential Learning: This approach is enriched by ICT tools that provide hands-on, real-world experiences. Virtual labs and simulation software are integral to this method, allowing students to engage in realistic scenarios that replicate industry practices. For instance, business students might use simulation software like 'Customer is King' to manage virtual enterprises, gaining practical skills in resource planning and management. Additionally, Virtual Reality (VR) tools like Google Earth and virtual field trip platforms are utilized in courses related to environmental studies, offering immersive experiences without leaving the classroom.

Participative Learning: This methodology is supported by a range of collaborative ICT tools that foster active participation and engagement among students. Platforms like Google Meet, Zoom and Microsoft Teams are used to facilitate group projects, discussions, and peer-to-peer learning. These tools provide spaces for students to collaborate on assignments, share

resources, and communicate in real-time, irrespective of geographical boundaries. Polling and survey tools, such as Kahoot!, Quizizz, Google Forms and ProProfs Quiz Maker are also integrated into the classroom setting to gauge student understanding and encourage active participation during lectures. Interactive whiteboards and smartboards are frequently employed to make learning sessions more interactive, allowing students to engage with the content directly during class. Additionally, WhatsApp groups are used to create virtual learning communities where students can discuss ideas, ask questions, and provide feedback, fostering a collaborative learning environment.

Problem-Solving Methodologies: ICT tools play a crucial role in problem-solving approaches by providing platforms for analysis, research, and innovation. Software SPSS, R and Python is used in data-driven courses, enabling students to analyze complex data sets and develop solutions based on empirical evidence. Case study platforms and online repositories like Harvard Business Review, MIT Sloan Management Review and JSTOR provide access to a wealth of real-world scenarios that students can study and analyze to develop problem-solving strategies. Additionally, mind-mapping tools like MindMeister and concept-mapping software like CmapTools are utilized to help students visually organize their thoughts and approach problems systematically.

The integration of these ICT tools in student-centric methodologies at GJIMT not only enhances the learning experience but also prepares students for the demands of the modern workplace. By engaging with advanced digital tools across various learning methods, students develop a deep understanding of theoretical concepts and acquire practical skills that are essential for their future careers. The use of ICT in experiential, participative, and problem-solving learning ensures that education at GJIMT is dynamic, interactive, and aligned with industry standards.

2.3.1 Student centric methods, such as experiential learning, participative learning and problem--solving methodologies are used for enhancing learning experiences using ICT tools

EXPERIENTIAL LEARNING

VIRTUAL LABS

Advanced Database Management System Laboratory

MCA students design new database and modify existing ones for new applications and reason about the efficiency of the result.

Linux Administration Laboratory

It enables students to work with various Linux administration commands, install and configure various servers in Linux environment.

COMUNICATION LAB

It enables students to practically be familiar with digital modulation and demodulation techniques.

USE OF VIRTUAL REALITY TOOL

Use of virtual reality tools LIKE Google Earth

Google Earth used in HRM class

Google Earth is used by lecturers to teach subjects like market research,inventory management , supply chain management , recruitment in HRM, diversity and disaster management   .

AI & PYTHON TRAINING BY FUEL INDIA

GJIMT Mohali and FUEL India, a CSR Initiative under HDFC Bank have been involved in sharing MoU dated May 11, 2023 - Thursday. We have recently completed 1 Year of Training Program for AI Python Program where students of - BCA IV & MCA II semesters have taken participation.
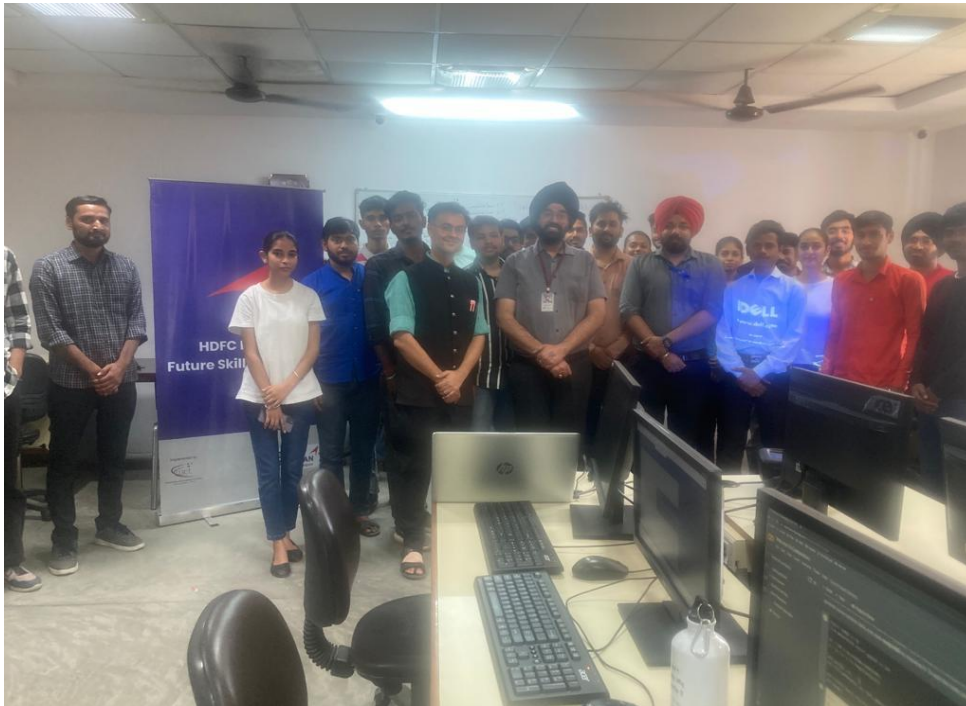
AI & PYTHON TRAINING BY FUEL INDIA on 11/5/2023

FULL STACK DEVELOPMENT WORKSHOP

It was great Learning Experience, for students from - BCA II, IV & MCA II had, on 15th May 2023 at - Auditorium. An industry Expert Software Development Professional engaged our students through a Seminar on - Full Stack Development and later on the - Certifications were given to students for their active learning & response.

Full stack development workshop on 15/5/2023

HACKATHON ORGANIZED BY IT GIANT

Our 3 Students from MCA II (MCA Batch 2022-2024) - Ms. Sana Rabbi, Ms. Bhumika Madan & Ms. Shivangi - represented 'GJIMT' at "Hacathon" organized by - IT Giant - 'Grazitti Interactive", a leading Software Services Provider Company in Panchkula. This was a Tricity oriented event where students from - Punjab University, Chitkara University, CU & other institutions participated, on eve of - 'International Technology Day'.

SIMULATION GAME

A simulation game workshop, "Customer is King," was organized by GJIMT, Mohali. Students joined us for an engaging exploration into strategic decision-making within the business world. Through this virtual event, attendees had the unique opportunity to immerse themselves in the complexities of running a profitable equity brokerage house. Throughout the workshop, participants were tasked with navigating up to 13 critical decisions, each designed to challenge their understanding of marketing concepts and business sense. From pricing strategies and customer segmentation to relationship management and market research, every aspect of business operations was meticulously simulated.

b3 Solutions Pvt Ltd

Office: S.C.O. 312, 1st Floor, Sector 38 D, Chandigarh
Ph. 0172-4018696, (M) 8800255624
CIN No U80904CH2016PTC035970   PAN No AAGCB7832E
GST No: 04AAGCB7832E1ZX

Tax Invoice

Bill No. b3/2023-24/042   **16th Feb 2024**

Gian Jyoti Institute of Management & Technology
Phase 2, Mohali (Near Bassi Theatre) Sector-54,
Punjab, India, 160055
GST No: 03AAAAG0877C1Z9
SAC/HSN Code: 99733

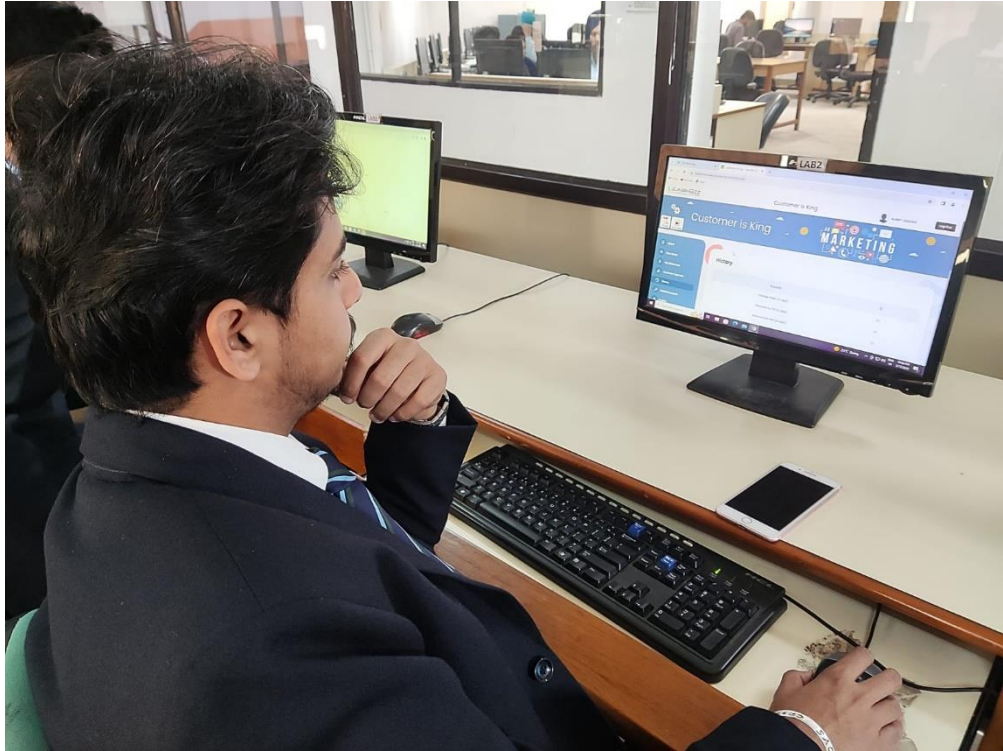|	(Amount Rs.)
LearnBiz Simulations Licenses	
Customer is King – 33 Licenses @ 400	13,200/-
TOTAL	13,200/-
IGST (18%)	2,376/-
Total Payable	15,576

(Rupees Fifteen Thousand Five Hundred Seventy Six Only)

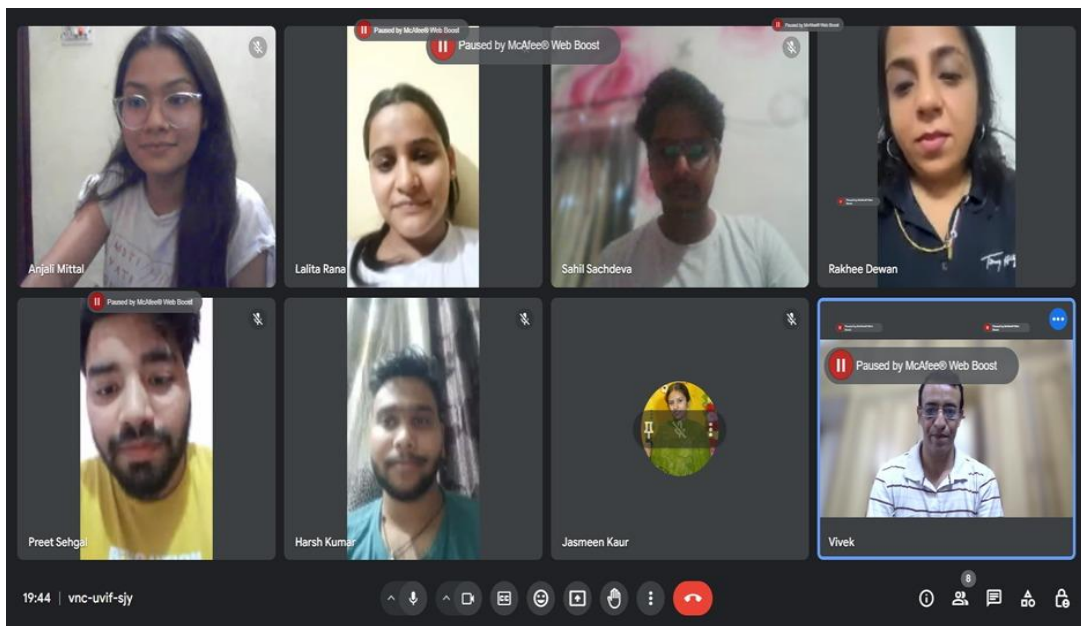For b3 solutions pvt. ltd.

(Maninder Singh Mann)
Director

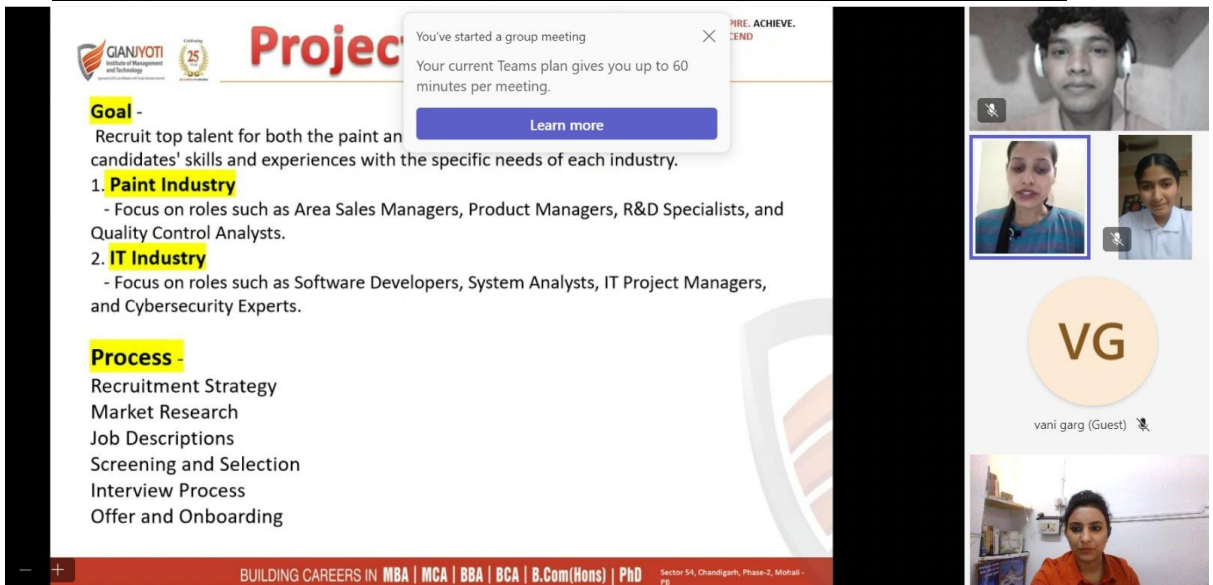**Simulation Game –Customer is king to enable marketing and business concept**

PARTICIPATIVE LEARNING

Group Projects

Group projects are done using google meet to enhance participation and learning

Real time meetings using Google meet

Workshops using Kahoot to have polling

Which of the following are examples of an **output** from a computing system?

26

▲ Video plays on the screen, audio comes out of the speaker

◆ Talking into the computer's microphone during class, typing in a chat box

● Typing words in a document, clicking on a button

■ Clicking on a link to go to a webpage, pressing the button to turn up sound

<u>Polling tool Kahoot is used to enhance the workshop and hence collect data</u>

Brainstorming Session via Quizz

MBA students attempting a Business Communication Quiz on Quizizz platform. Leaderboard is displayed using projector.

Quiz via Google Forms

docs.google.com/forms/d/e/1FAIpQLSc2fx7EG6TQuqGBtnuwGrncNhTdZ4eQAtk7k__efkJz4W0xCw/viewform

HRM (MBA 204-18) Unit 1 Quiz

bushra.gjimt@gmail.com Switch account

Not shared

* Indicates required question

Which of the following is NOT a time when job analysis is performed? *   1 point

○ when new jobs are created

○ when jobs are changed significantly

○ when an organization is founded

○ when an organization faces a downturn

The systematic process of matching the internal and external supply of people with job openings anticipated in the organization over a specified period of time is referred to as _____   * 1 point

○ strategic planning

○ personnel forecasting

MBA 302-18 Marketing Research Quiz 📁 ☆   🎨

                                        Questions   Responses 22   Settings   Total points: 15

Q1. Which form of data below can usually be obtained more quickly and at a lower cost than the others?   📋 Copy

22 / 22 correct responses

Primary	—0 (0%)
Survey Research	—0 (0%)
Experimental	—0 (0%)
√ Secondary	—22 (100%)

0   5   10   15   20   25

Q2. Secondary data are _____.   📋 Copy

11 / 22 correct responses

Collected mostly via surveys	—5 (22.7%)
Expensive to obtain	—2 (9.1%)

Students curriculum is enriched with quiz using google form to enable wholesome learning

---

Quiz Via ProProfs

ProProfs Quizzes

Take Quizzes ▾   Create a Quiz

Quizzes › Computer

Basic Computer Skills Assessment Quiz   ⌄

✅ Reviewed by Godwin Iheuwa, MS (Computer Science)
Approved & Edited by ProProfs Editorial Team | By Jennifer Jones
Questions: 15 | Attempts: 380,558 | Updated: Jul 9, 2024

[▤ Quiz]   [▣ Lesson]

[All questions ⌄]   ⚙ Settings

Start   Create your own Quiz →

CERTIFICATE

OF ACHIEVEMENT

THIS CERTIFICATE IS PROUDLY PRESENTED TO

Alisha

got a score of

73/100

on

Basic Computer Skills Assessment Quiz

ProProfs
Quiz Maker

Date

Aug 23, 2024

BEST AWARD
★ ★ ★

Certificate obtained by Student after ProProfs Quiz Completion

Certification Courses on Online Educational Platforms

Great Learning

CERTIFICATE OF COMPLETION

Presented to

Kanika Negi

For successfully completing a free online course
Leadership and Management

Provided by
Great Learning Academy
(On November 2022)

CERTIFICATE OF COMPLETION

Beginner to Pro in Excel: Financial Modeling and Valuation

Instructors **365 Careers**

Kiranjot Kaur

Date **June 4, 2024**
Length **20.5 total hours**

HONORCODE ELT23-9-56da

Kanika Negi

has successfully completed the course spanning over 12 modules. The training helps people in understanding energy, its generation, consumption, wastage, carbon footprint, impact on the environment, means to avoid and minimize energy usage, alternative energy solutions, ways to become carbon neutral, misconceptions on solar energy, and approach to adopt solar energy solutions. This training is a part of the "ENERGYLITERACYTRAINING" of the Energy Swaraj Foundation.

26-09-2023

Organization   Funding Partners

AICTE Approved IKGPTU Affiliated │ Phase 2, Mohali, Sector 54, Chandigarh 160055 │ www.gjimt.ac.in

Collaboration with Keka HR Academy

M Gmail   Dr. Bushra S P Singh <bushra.gjimt@gmail.com>

Confirmation of Using Free Certification Courses for HR Students

Sumanth Venkatapuram <sumanth.Venkatapuram@keka.com>   Tue, Aug 20, 2024 at 12:45 PM
To: GJIMT MOHALI <gjimt@gjimt.ac.in>
Cc: "Dr. Aneet" <aneet@gjimt.ac.in>, "bushra.gjimt@gmail.com" <bushra.gjimt@gmail.com>, Neeraj Kumar
<neeraj.k@keka.com>

Dear Dr. Aneet Bedi

Greetings From **Keka HR Academy,**

Thank you for your positive feedback and for choosing to integrate our free certification courses into the
HR curriculum at GJIMT. We are equally excited about this collaboration and confident that it will greatly
benefit your students.

I am writing to formally submit the Memorandum of Understanding (MOU) between **KEKA HR
ACADEMY** and **Gian Jyoti Institute of Management and Technology** for our proposed collaboration. We
are excited about partnering with the **Gian Jyoti Institute of Management and Technology** and believe
this MOU will serve as a valuable framework for our joint initiatives.

I am attaching the formal MOU document, which thoroughly details the terms and conditions of our
collaboration. Once you've finalized it, an e-signature copy will be provided to complete the signature.

Please review the attached document at your earliest convenience. If you have any
questions or suggestions, or if amendments are required, please do not hesitate to reach out. We are
open to any feedback that ensures the MOU accurately reflects our shared understanding and
commitments.

We are enthusiastic about collaborating with the **Gian Jyoti Institute of Management and
Technology** and believe this partnership will be mutually beneficial. Your support and cooperation are
highly valued.

Looking forward to a successful partnership.

keka

Best Regards,
Academic Adviser,
Sumanth Venkatapuram,
Contact No:- +91- 9121389894,
Address:- Hyderabad, Telangana.

From: GJIMT MOHALI <gjimt@gjimt.ac.in>
Sent: 17 August 2024 14:05
To: Sumanth Venkatapuram <sumanth.Venkatapuram@keka.com>
Cc: Dr. Aneet <aneet@gjimt.ac.in>; bushra.gjimt@gmail.com <bushra.gjimt@gmail.com>
Subject: Confirmation of Using Free Certification Courses for HR Students

     Caution: This is an external email and has a suspicious subject or content. Please take care when clicking links
     or opening attachments. When in doubt, contact your IT Department

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Courses at Keka HR Academy incorporated in our curriculum

PROBLEM SOLVING

Data Analysis using IBM SPSS

MBA IV students are given practical sessions on Research Methodology using SPSS.

Python

Practical session on data analysis using Python Numpy, Panda Libraries and data visualization using matplotlib library.

Online Case Study Platforms

Smart. Open. Grounded. Inventive. **Read our Ideas Made to Matter.**

Appropriate for the Following Course(s)

ethics, business and government, organizational behavior, finance

The Global Financial Crisis of 2008: The Role of Greed, Fear, and Oligarchs

Case Study

Download [PDF]

THERE IS NO TEACHING NOTE FOR THIS CASE STUDY.

Screenshot of MIT Sloan University Case Study Website

The Global Financial Crisis of 2008: The Role of Greed, Fear, and Oligarchs

Cate Reavis

Free enterprise is always the right answer. The problem with it is that it ignores the human element. It does not take into account the complexities of human behavior.[1]

> – Andrew W. Lo, Professor of Finance, MIT Sloan School of Management; Director, MIT Laboratory of Financial Engineering

The problem in the financial sector today is not that a given firm might have enough market share to influence prices; it is that one firm or a small set of interconnected firms, by failing, can bring down the economy.[2]

> – Simon Johnson, Professor of Entrepreneurship, MIT Sloan School of Management; Former Chief Economist, International Monetary Fund

On October 9, 2007, the Dow Jones Industrial Average set a record by closing at 14,047. One year later, the Dow was just above 8,000, after dropping 21% in the first nine days of October 2008. Major stock markets in other countries had plunged alongside the Dow. Credit markets were nearing paralysis. Companies began to lay off workers in droves and were forced to put off capital investments. Individual consumers were being denied loans for mortgages and college tuition. After the nine-day U.S. stock market plunge, the head of the International Monetary Fund (IMF) had some sobering words: "Intensifying solvency concerns about a number of the largest U.S.-based and European financial institutions have pushed the global financial system to the brink of systemic meltdown."[3]

---

[1] Interview with the case writer, April 10, 2009.
[2] Simon Johnson, "The Quiet Coup," *The Atlantic*, May 2009.
[3] "IMF in Global 'Meltdown' Warning," *BBC News*, October 12, 2008.

This case was prepared by Cate Reavis under the supervision of Deputy Dean JoAnne Yates.

First page of MIT Sloan Management Review Case Study given to MBA and BBA Students as Assignment

> "Our only rivals are traditional Indian foods like idlis and vadas."
>
> - Denis Avronsart, Managing Director, Kellogg India.

Kellogg's Indian Experience: *A Failed Launch*

In April 1995, Kellogg India Ltd. (Kellogg) received unsettling reports of a gradual drop in sales from its distributors in Mumbai. There was a 25% decline in countrywide sales since March1995, the month Kellogg products had been made available nationally.

Kellogg was the wholly-owned Indian subsidiary of the Kellogg Company based in Battle Creek, Michigan. Kellogg Company was the world's leading producer of cereals and convenience foods, including cookies, crackers, cereal bars, frozen waffles, meat alternatives, piecrusts, and ice cream cones. Founded in 1906, Kellogg Company had manufacturing facilities in 19 countries and marketed its products in more than 160 countries. The company's turnover in 1999-00 was $ 7 billion. Kellogg Company had set up its 30th manufacturing facility in India, with a total investment of $ 30 million. The Indian market held great significance for the Kellogg Company because its US sales were stagnating and only regular price increases had helped boost the revenues in the 1990s.

Launched in September 1994, Kellogg's initial offerings in India included cornflakes, wheat flakes and Basmati rice flakes. Despite offering good quality products and being supported by the technical, managerial and financial resources of its parent, Kellogg's products failed in the Indian market. Even a high-profile launch backed by hectic media activity failed to make an impact in the marketplace. Meanwhile, negative media coverage regarding the products increased, as more and more consumers were reportedly rejecting the taste. There were complaints that the products were not available in many cities. According to analysts, out of every 100 packets sold, only two were being bought by regular customers; with the rest 98 being first-time buyers. Converting these experimenters into regular buyers had become a major problem for the company.

By September, 1995, sales had virtually stagnated. Marketing experts pointed out various mistakes that Kellogg had committed and it was being increasingly felt that the company would find it extremely difficult to sustain itself in the Indian market.

The Mistakes

Kellogg realized that it was going to be tough to get the Indian consumers to accept its products. Kellogg banked heavily on the quality of its crispy flakes. But pouring hot milk on the flakes made them soggy. Indians always boiled their milk unlike in the West and consumed it warm or lukewarm. They also liked to add sugar to their milk. or lukewarm.

Free Case Studies for Classroom Discussion available on www.icmrindia.org

Steve Blank is a consulting associate professor at Stanford University and a lecturer and National Science Foundation principal investigator at the University of California at Berkeley and Columbia University. He has participated in eight high-tech start-ups as either a cofounder or an early employee.

HBR.ORG

Harvard Business Review

Why the Lean Start-Up Changes Everything

by Steve Blank

Launching a new enterprise—whether it's a tech start-up, a small business, or an initiative within a large corporation—has always been a hit-or-miss proposition. According to the decades-old formula, you write a business plan, pitch it to investors, assemble a team, introduce a product, and start selling as hard as you can. And somewhere in this sequence of events, you'll probably suffer a fatal setback. The odds are not with you: As new research by Harvard Business School's Shikhar Ghosh shows, 75% of all start-ups fail.

But recently an important countervailing force has emerged, one that can make the process of starting a company less risky. It's a methodology called the "lean start-up," and it favors experimentation over elaborate planning, customer feedback over intuition, and iterative design over traditional "big design up front" development. Although the methodology is just a few years old, its concepts—such as "minimum viable product" and "pivoting"—have quickly taken root in the start-up world, and business schools have already begun adapting their curricula to teach them.

The lean start-up movement hasn't gone totally mainstream, however, and we have yet to feel its full impact. In many ways it is roughly where the big data movement was five years ago—consisting mainly of a buzzword that's not yet widely understood, whose implications companies are just beginning to grasp. But as its practices spread, they're turning the conventional wisdom about entrepreneurship on its head. New ventures of all kinds are attempting to improve their chances of success by following its principles of failing fast and continually learning. And despite the methodology's name, in the long term some of its biggest payoffs may be gained by the *large* companies that embrace it.

In this article I'll offer a brief overview of lean start-up techniques and how they've evolved. Most important, I'll explain how, in combination with other business trends, they could ignite a new entrepreneurial economy.
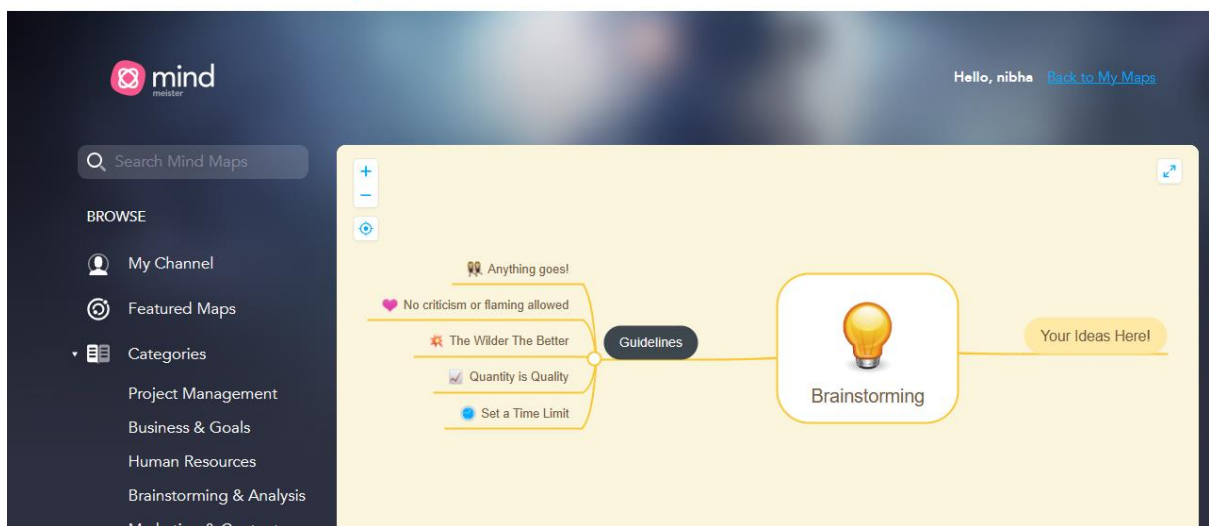
Students are encouraged to enhance management skills via case study at Case Selections (hbr.org)

Mind mapping tools-Mind Miester

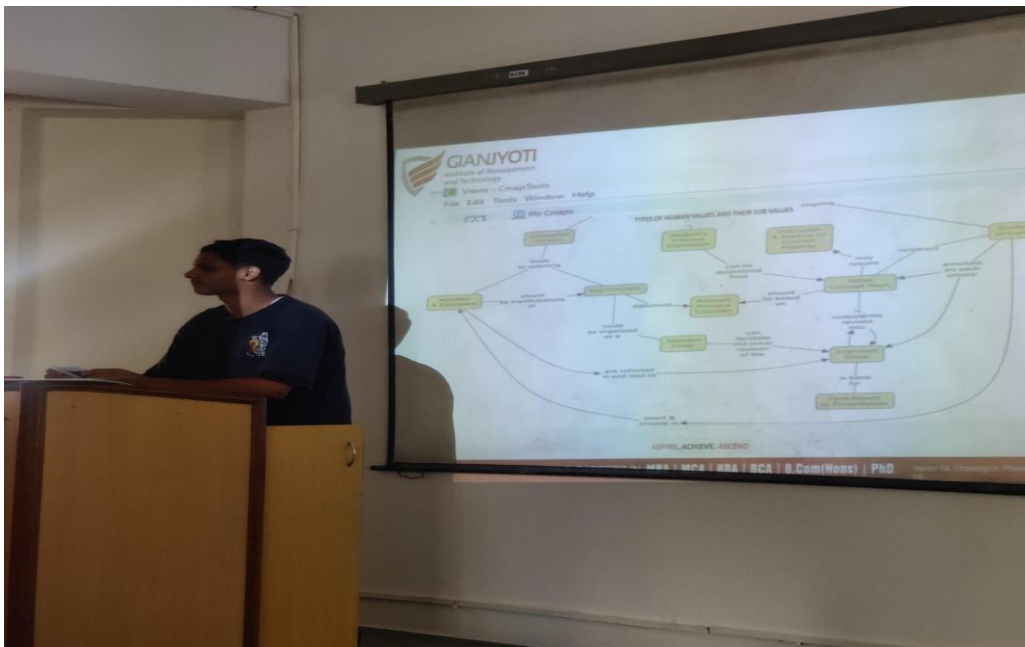It enables students to visualise projects by creating online mind maps, brainstorm ideas and collaborate with other students

Concept Software via Cmap Tools

Students are studying the concept in the subject –Human Values via Cmap tools

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