

Teaching and Learning Initiatives

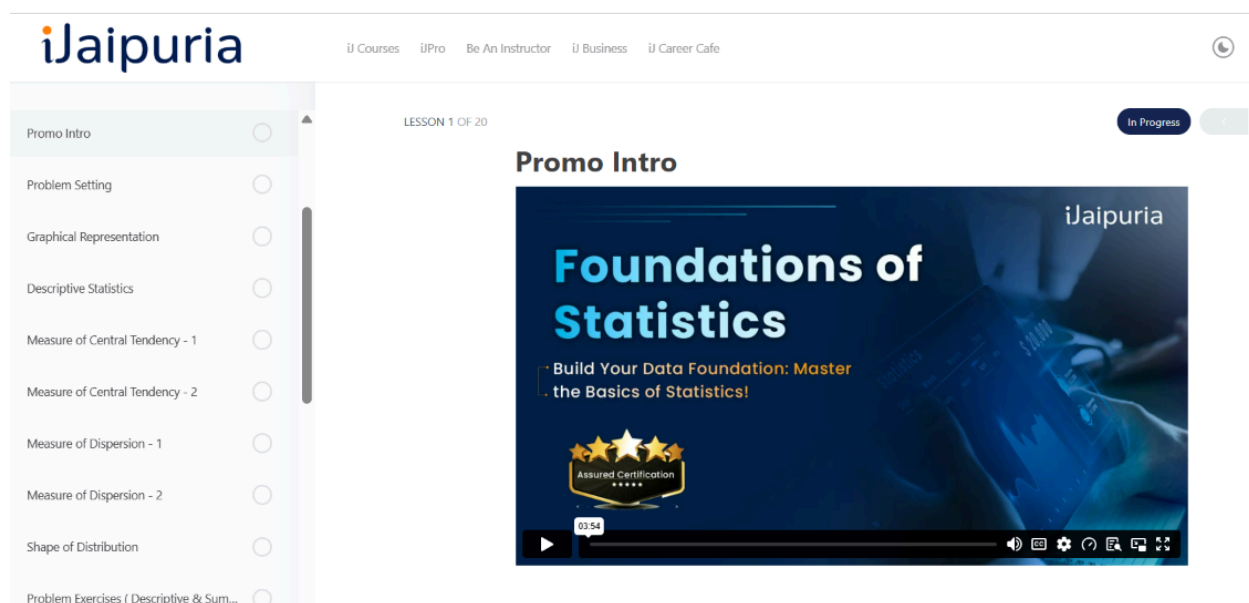
AY 2025-26

1) Course: Statistics for Management, Term-I

Innovative Practices & Initiatives in Pedagogy

A. i-Jaipuria Course – Foundation of Statistics - Foundation course - Elementary Mathematics and Statistics for incoming Batch 2025-27:

i-Jaipuria Course – Foundation of Statistics was offered (as a foundation course) to all students of incoming Batch 2025-27. Students were provided the access to this i-jaipuria Course in advance with instructions to complete the same. Accordingly, as part of Foundation Sessions for the incoming batch, a test based on aforesaid i-jaipuria course was scheduled during the Foundation program.



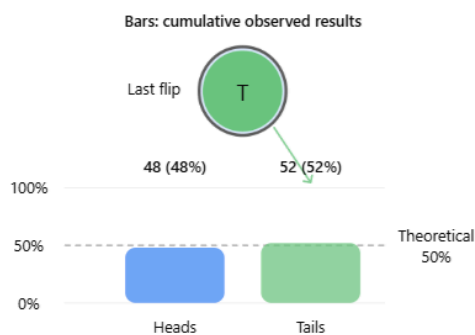
B. Coin Toss Simulator: Enhancing Conceptual Understanding of Probability through Technology and Experiential Learning

In the era of digital learning and artificial intelligence, effective education requires moving beyond passive content delivery toward interactive and experiential learning. To support the teaching of Probability in Statistics for Management, an interactive **Coin Toss Simulator** was developed under the *Learn Stats To The Point (LSTTP)* initiative (<https://lsttp.github.io/coin-toss.html>). The simulator leverages web-based technology to provide students with real-time experimentation, visualization, and immediate feedback, enabling them to learn statistical concepts through direct experience rather than memorization.

The simulator helps students develop a deeper understanding of several fundamental probability concepts:

- Random Experiments
- Sample Space
- Theoretical Probability
- Experimental Probability
- Law of Large Numbers
- Data Visualization and Statistical Thinking

The Coin Toss Simulator represents an innovative integration of technology, visualization, and experiential learning in statistics education. By converting abstract probability concepts into interactive experiences, the initiative enhances conceptual clarity, student engagement, and long-term understanding. It demonstrates how digital learning tools can make statistics more accessible, meaningful, and relevant for management students preparing for data-driven decision-making in the modern business environment.



Observed results currently lean toward tails after 100 flips

C. AI Integration for Experiential Learning

AI-Generated Datasets:

Used to create realistic, scenario-based datasets for projects, simulations, and practice exercises.

AI-Assisted Case Development:

AI tools are used to create Indian, locally relevant case studies for statistics. Instead of Western textbook cases, students work with scenarios inspired by current Indian trends—such as UPI usage, digital payments, e-commerce, food delivery apps, retail behaviour, and start-ups—making learning more relatable and practical.

Caselet

Title: Understanding the Academic Profile of a PGDM Batch

Author: Richa Misra

Area and Subject: Decision Science (Statistics for Management)

Case Background



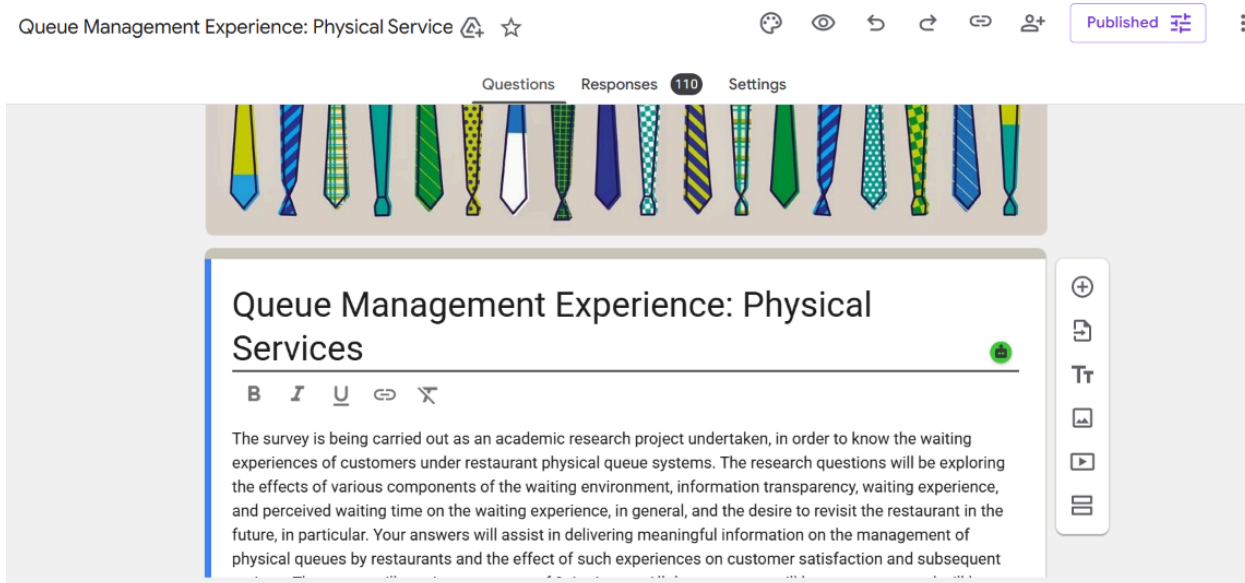
A leading management institute has recently admitted a new batch of PGDM students from diverse educational backgrounds. The incoming class consists of students with different academic records, graduation streams, and CAT percentiles. Before the commencement of the programme, the Academic Committee wishes to understand the profile of the batch so that suitable academic interventions can be planned.

D. Data Collection Exercise

Innovation: Students will design a structured questionnaire and simulate data collection through Google Forms.

Mode: Group activity; **Tools Used:** Google Forms, Excel, SPSS

Learning Outcome: Enables experiential understanding of questionnaire design, pilot testing, and data entry.



E. Excel Based Data Analysis Module

Innovation: Applied learning via case-based assignments on data cleaning, descriptive statistics, correlation, regression, and hypothesis testing.

Mode: Hands-on workshops + Assignments; **Tools Used:** MS Excel

Learning Outcome: Improves analytical thinking and familiarity with statistical software.

tionis Data types Sort & Filter Data tools Forecast Analysis

= (22/H22)*100

ACADEMIC DETAILS				
GENDER	X(%)	XII(%)	GRADUATION(%)	GRAD. STREAM
1	64	72	59	3
2	56	60	61	3
2	85	82	68	2
2	77	80	69	2
2	86	81	77	2
2	66	72	62	3
2	72	69	62	2
1	74	56	73	1
1	66	59	54	1
1	63	69	74	1
2	69	62	75	2
2	85	70	68	2
1	62	70	67	1
2	80	70	58	2
1	70	66	53	2
2	69	74	72	2
1	63	75	65	2
2	57	45	63	1
2	73	63	54	4

Descriptive Statistics

Input Range: \$F\$3:\$F\$20

Grouped By: ☒ Columns ☐ Rows

☒ Labels in First Row

Output options

☐ Output Range:

☒ New Worksheet Ply:

☐ New Workbook

☐ Summary statistics

☐ Confidence Level for Mean: 95 %

☐ Kth Largest: 1

☐ Kth Smallest: 1

Assessments Linked to Real-World Context

A. Group Research Project Report

Details: Each group will select a management problem, collect primary data, analyze it statistically, and write a formal research report.

- **Innovation:** Integrates all steps of research methodology in one experiential project.
- **Evaluation:** Report (50%), Viva (50%)
- **Deliverables:** Google Form questionnaire, raw data file, research report in APA format

STATISTICS FOR MANAGEMENT

Term Assignment on Data Analysis

"The Impact of Artificial Intelligence on Sustainable Development in Electronic Commerce"

POST GRADUATE DIPLOMA IN MANAGEMENT
(Term-1: Batch 2025-27)

11% Overall Similarity

Match Groups Sources

Show overlapping sources

1 Publication

K. Sivasubramanian, Shreya Acha... <1%

3 text blocks 31 matched words

2 Internet

www.mdpi.com <1%

3 text blocks 24 matched words

3 Publication

Harold Andrew Patrick, Ravichan... <1%

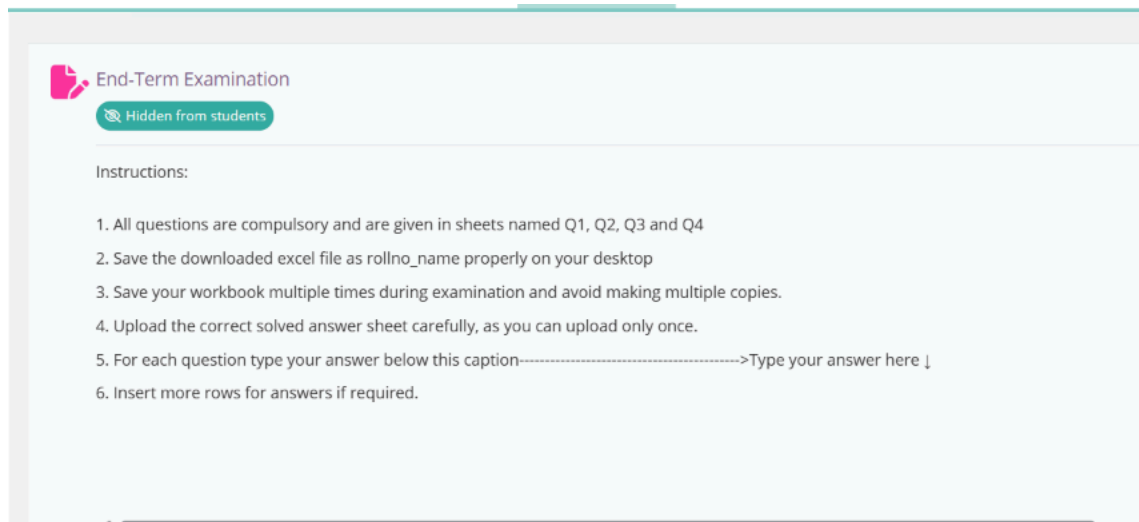
3 text blocks 23 matched words

B. Data Storytelling & Decision Intelligence Viva: One to one

Understanding of their project work (Project domain, awareness of the industry); Conceptual knowledge in statistics; Ability to interpret data, justify decisions, and think critically; Analytical reasoning skills

C. Scenario-Based Moodle End-Term Assessment

Scenario-based (industry-like problem); Real dataset (Moodle-provided); Students perform hands-on analytics; Business interpretation required—not just formulas; Integrates multiple statistical domains into one storyline



End-Term Examination

Hidden from students

Instructions:

1. All questions are compulsory and are given in sheets named Q1, Q2, Q3 and Q4
2. Save the downloaded excel file as rollno_name properly on your desktop
3. Save your workbook multiple times during examination and avoid making multiple copies.
4. Upload the correct solved answer sheet carefully, as you can upload only once.
5. For each question type your answer below this caption----->Type your answer here ↓
6. Insert more rows for answers if required.

4. Technology Integration in Teaching

Software Tools for Data-Driven Learning

Google Forms:

Used for designing online surveys, collecting primary data, conducting quick assessments.

MS Excel: Applied for data cleaning, summary statistics, visualization (charts, boxplots), hypothesis testing, and regression analysis—enhancing analytical skills.

5. Critical Thinking & Ethical Practice

- **Ethical Emphasis:** Turnitin and AI tools used to ensure authenticity in project report and end term examination

Home	Courses	Events	My Dashboard	MapMyAccess	
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Title	Start Date	Due Date	Post Date	Export
project submission - Part 1	28 Sept 2025 - 08:53	28 Oct 2025 - 23:53	28 Oct 2025 - 22:53	

Show 10 Entries	Download	Search:	Refresh Submissions	Turnitin Messages Inbox (0)
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Showing 1 to 10 of 60 entries.

☐	First Name / Last Name	Submission Title	Turnitin Paper ID	Submitted	Similarity	
☐	Ayush 1	--	--	--	--	
☐	Deepanshi Agarwal	GROUP 8	2764234723	28/09/25, 22:26	11%	
	Sujal Agrawal	--	--	--	--	
	Nidhi Anand	--	--	--	--	
	Gauravi Bajaj	--	--	--	--	

6. Industry/Research Paper Integration

- **Component:** Review of 1-2 research papers/ reports in group projects
- **Course: Operations Management, Term-II, PGDM-Gen/M/SM, 2024-26**

Course: Business Research Methods, Term-III

A. Research Paper-Integrated Experiential Research Project

Innovation: Students undertake a trimester-long research project by identifying a real-life business problem *e.g. consumer behavior in marketing and finance, information system and marketing, employee engagement intervention like the impact of work from home/ flexibility on staying intention* and integrating insights from published research papers with the complete research process. The activity encourages evidence-based problem solving by connecting academic literature with practical business applications.

Some of the research project topics given to students:

- Adoption of Organic Food Products in India
- Factors Influencing Job Satisfaction among Frontline Service Employees

Learning Activities: Students identify a contemporary business problem, review 4–6 published research papers to identify research gaps, develop a research proposal, design a questionnaire, collect and analyse primary data using Google Forms, MS Excel, and SPSS, and prepare and present an APA-format research report.

Mode: Group-based project with individual reflection and faculty mentoring.

Tools Used: Google Forms, MS Word, MS Excel, SPSS, Grammarly, and Turnitin.

Assessment: Research Report & Viva-Voice

Deliverables: Research proposal, literature review, Google Form questionnaire, raw dataset, statistical analysis output, APA-format research report, presentation slides, and reflection journal.

Learning Outcomes: Develops students' ability to critically analyse published research and apply it to real-world business problems while strengthening competencies in research design, questionnaire development, data analysis, interpretation, academic writing, teamwork, presentation skills, and evidence-based managerial decision-making.

Evidence:

Evidence: Few indicative proofs:



- Conference Paper Presentations



B. Research Methodology and Academic Writing Sessions

Objective: Foundation sessions are conducted to strengthen students' understanding of research methodology, academic writing, and ethical research practices before commencing the research project.

Mode: Interactive lectures, quizzes, and hands-on workshops.

Content Covered: Types of variables and measurement scales, sampling techniques, hypothesis testing, Google Scholar search strategies and citation metrics, academic writing using Grammarly and QuillBot, and research ethics and plagiarism awareness.

Learning Outcomes: Strengthens conceptual understanding of research methodology, improves academic writing and literature search skills, and promotes ethical research practices.

C. Data Collection Exercise

Innovation: Students design and pilot-test a structured questionnaire using Google Forms before undertaking the research project, enabling experiential learning in survey design and data collection.

Mode: Group Activity; **Tools Used:** Google Forms, MS Excel, SPSS

Learning Outcomes: Develops skills in questionnaire design, pilot testing, data validation, and data management while enhancing students' understanding of primary data collection techniques.

D. Excel/SPSS-Based Data Analysis Workshops

Objective: Hands-on workshops using case-based datasets to develop practical skills in statistical analysis and interpretation.

Mode: Hands-on Workshops and Individual Assignments; **Tools Used:** MS Excel, SPSS

Learning Outcomes: Develops proficiency in data cleaning, descriptive statistics, correlation, regression, and hypothesis testing while strengthening analytical thinking and the ability to interpret statistical results for evidence-based decision-making.

Innovative Assessment Practices

A. Research Ethics & Academic Integrity Assessment

Objective: To assess students' understanding and application of research ethics, plagiarism prevention, and responsible academic practices.

Mode: Turnitin-based originality checks and ethical research reflection' **Learning Outcomes:** Evaluates students' ability to apply citation practices, maintain academic integrity, and demonstrate ethical research conduct.

B. Individual Viva Voce

Objective: Individual viva is conducted to evaluate conceptual understanding, individual contribution, and the ability to interpret research findings.

Mode: One-to-one evaluation; Marks: 20 Marks

Learning Outcomes: Assesses students' conceptual clarity, communication skills, individual learning, and contribution to the research project.

C. Scenario-Based End-Term Assessment

Objective: Students analyse business cases supported by datasets and apply appropriate statistical techniques to interpret findings and recommend managerial decisions.

Tools Used: MS Excel, SPSS

Learning Outcomes: Strengthens the application of research methodology to real-world business problems while promoting analytical reasoning and evidence-based decision-making.

3)

Course: Operations Management, Term-II

A. Understanding Product Layouts : HANDS – ON BOAT MAKING

ACTIVITY:

As a collaborative teaching initiative, Dr. Lokesh Vijayvargy, Operations & Decision Sciences, Jaipur campus conducted a session at Noida campus as part of Operations Management (OM), Term-II course on **24th Nov'25**. The theme of the session was- **Understanding Product Layouts: Hands-on Boat Making Activity.**

The hands-on activity enhanced students understanding of product layouts as well as operations processes/activities required to produce a finished product. The activity also sensitized students about process design and continuous process improvement to achieve quality goals and customer satisfaction.

The hands on activity was replicated in all other sections by respective course faculty.



B. Industry Visits to Manufacturing Facilities

As part of the Operations Management course, Term-II, a one day industrial visit to a manufacturing/production facility (in NCR) was conducted for each of the 8 sections of first year students in Nov / Dec'25. Visits were conducted to:

- Production plant of **Ananda Dairy Limited** (address- Kherpur, Kherabad, Pilkhuwa, Dist.: Hapur-245304 U.P)
- Production plant of Coca-Cola Happiness Factory, Moon Beverages Ltd, Greater Noida, UP
- Production plant of **Maruti Techno Rubber Ltd**, Greater Noida, UP.

The objective of the visit was to provide industry exposure to students which enhanced their learnings of various concepts and best practices in manufacturing operations as well as supply chain management. During the said visit, students got exposure and received a detailed briefing about the various manufacturing processes, quality management system and practices, supply chain management and logistics of related products. Students learned about various manufacturing processes, equipment and facility layout and their impact on productivity and quality. Students also enhanced their learnings of inventory management, demand forecasting alongwith waste management practices used in industry.

Evidence: Few indicative photographs of the visit given below:





C. FIELD BASED GROUP PROJECT:

FIELD BASED GROUP PROJECT: Group Project consisted of 2 Parts. In Part -A, each group selected a business organization either a Manufacturing or service organisation from any industry of interest. In Part-B, each group selected a Q-Commerce company .

The objective of the group project was to study in detail the operations being performed in the selected business organization, strategic / planning and Operational decisions and apply the principles, methods, tools and techniques of Quality Management for process improvement in order achieve better business performance.

In Part – A, based on field visit, interview with concerned official(s) and secondary research, each student group examined and documented competitive strategy of the selected business organization, role of operations in achieving competitive strategy, various Strategic, Planning and Operational Decisions taken under operations function, Quality Management System and practices in the selected organization. Students also employed some quality problems in assessing quality problems in the selected organization.

In Part- B, based on mandatory field visit, students discussed the various operations management decisions and practices employed by Q-Commerce companies such as Facilities such as Dark Stores/Micro-Fulfillment Centers and other infrastructure, Inventory Management Practices, Logistics and Delivery, use of technology and innovative practices.

In addition to detailed Project Report (Part A & Part B), each student group also prepared a Short Video (posted on YOUTUBE) which summarized the various deliverables & learnings of the group project.

Evidence: Group Project guidelines and Sample Project Reports including YOUTUBE video link submitted as separate files. Links of three indicative Youtube videos are-

https://youtu.be/UXy8KohWYt0?si=d_46-obDh6nSN82l

https://youtu.be/I_a9LVnrFFA?si=1T5ubLYUeen41PTK

<https://youtu.be/QUgvVnNSw0I>

<https://youtu.be/0pfFIQgAByY>

D. AI-Based Individual Assignment

- **Innovation:** Students will use AI tools to analyze an operations-related problem, generate alternative solutions, critically evaluate AI-generated outputs, and provide managerial recommendations.
- **Mode:** Individual assignment with reflective analysis.
- **Tools Used:** ChatGPT, Gemini, Copilot, MS Excel.
- **Learning Outcome:** Enhances AI literacy, critical evaluation skills, and the ability to integrate AI with operations management concepts.
- **Workshop:** KPMG Lean Six Sigma Green Belt Certification (32 hours program)

E. Workshop: KPMG Lean Six Sigma Green Belt Certification (32 hours program)

The Lean Six Sigma programme equipped students with a deep understanding of Lean Six Sigma principles, tools and techniques alongwith their applicability in real business scenarios. **47 nos. students participated this year, a substantial increase over previous years. The program was held on campus on 3rd, 4th, 5th & 7th Dec'25.**

4)

Course: Materials and inventory management, Term-V

A. Hands-on training on SAP S/4 HANA modules

i.e. Production Planning, Materials Management, Demand Management (15 hrs workshop; for students with operations specialization; spread over 3 weekends/weekdays)

External Trainer: Mr. Hitesh, Deloitte, Bangalore

For Batch 2024-26: 23rd-24th Nov'25; 6th Dec'25 (Total 48 nos. students participated)

For Batch 2025-27: 14th-16th Feb'26 & 21st – 23rd Feb'26 (ongoing; total 78 nos. students

• **Structure & Major Content:** *Total 15 hours workshop spread across 3 days*

Day 1 (6 hrs)

- *Introduction to SAP*
- *Master Data*
- *Material Requirement Planning*

Day 2 (6 hrs)

- *Demand Management*
- *Purchase Management*

Day 3 (3 hrs)

- *Production Order*
 - *Goods Movement*
 - *Other SAP Reports*
 - *Additional doubts or questions*

As part of the Materials and Inventory Management course, Jaipuria Institute of Management, Noida conducted a three-day hands-on workshop on SAP S/4 HANA to strengthen students' practical understanding of enterprise resource planning systems. The workshop was designed to bridge classroom concepts with real-world business applications.

The first day focused on introducing SAP and familiarizing students with master data and material requirement planning. Participants actively worked on the system and gained clarity on how planning and inventory decisions are managed within SAP.

On the second day, the sessions covered demand management and purchase management. Students explored how forecasting, procurement, and vendor coordination are handled in an integrated environment, helping them connect theoretical knowledge with live system processes.

The final day focused on production orders, goods movement, and key SAP reports. The workshop concluded with an interactive discussion where students addressed additional doubts and explored practical scenarios based on industry use cases.

Overall, the workshop added significant value to the Materials and Inventory Management curriculum by providing hands-on exposure to SAP S/4 HANA. It enhanced students' confidence in using enterprise systems and deepened their understanding of supply chain and inventory operations in a professional setting.



5)

Course: Supply Chain Management, Term-IV

A. INDUSTRIAL VISIT:

As part of the Supply Chain Management course, an industrial visit to DHL logistics facilities was organized for the students on 9th Sept'25. The students were divided into 3 groups of 20 students each and each group visited one of the following DHL facilities:

- **DHL Logistics Facility, Luhari, Haryana (2 nos. facilities)**
- **DHL logistics facility, Secunderabad, UP (1 no. facility)**

Students got an onsite understanding of distribution centre / warehouse layout, warehousing management processes & practices, inventory storage, classification and tracking, material movement equipment etc. The visit enhanced student understanding of contemporary best practices in supply chain and use of technology in augmenting supply chain efficiency & responsiveness.

Evidence: Few indicative photographs of the visit given below:





B. VIDEO BASED INDIVIDUAL ASSIGNMENT:

Each student selected one Startup from India or across the globe. Based on secondary research about the selected Startup, student was required to document the answers to the given questions in form of a **short power point VIDEO PRESENTATION (with in-person narration by student)** and submit the same.

Questions to be answered: **Q-1** Why I selected this Startup for the Individual Assignment? **Q-2** What is it's Business Model, products and/or services **Q-3** What is it's Supply Chain Network Design or Strategic Decisions taken w.r.t. it's Supply Chain? **Q-4** What are the various innovations and best practices in Supply Chain and Logistics implemented by the Startup? **Q-5** How the startup has used New Technologies in Supply Chain and Logistics.

Indicative student video:

JN24MM028 Ishika Narang

<https://drive.google.com/file/d/1ezttLVoNTrdsuXHxCitujQZO6HhX37vL/view?usp=sharing>

JN24MM049 Priyanshu Kashyap

https://drive.google.com/file/d/1mo0_le5clp2Dpy7IOSHA4i9IDB6cTg7s/view?usp=sharing

C. FIELD BASED GROUP PROJECT:

As per Group Project Guidelines provided to students, each group selected a business organization from any industrial sector having operations in India.

Based on field visit to an entity/stage in the supply chain of the selected organisation, interview with concerned official(s) and secondary research, each student group examined

the Supply Chain Network Structure / Design of the selected organization. Further, the group documented the Supply Chain Strategy and Supply Chain Network Structure / Design i.e. strategic decisions taken by the business organization vis-a-vis each of the supply chain; tracked changes in supply chain financial performance metrics in last three years i.e. 2024-25, 2023-24, 2022-23 alongwith various measures implemented or being implemented by selected organisation to make its supply chain more resilient post covid-19 pandemic.

In addition to detailed **Project Report**, each student group also prepared a **Short Video (posted on YOUTUBE)** which summarized the various deliverables & learnings of the group project.

Indicative student video: https://youtu.be/T9_pH0LS5Dw

D. HANDS-ON SIMULATION GAME OF THE BEER GAME.:

Theme- Understanding Bullwhip Effect & Importance of Supply Chain Coordination

For enhancing student learning and understanding of supply chain management concepts & practices, a hands-on supply chain simulation game – Beer Game was conducted as part of this course. 2 nos. simulation game sessions were delivered by **Dr. Lokesh Vijayvargy, Operations & Decision Sciences, Jaipur campus** with assistance of course faculty at Noida campus on 12th Sept'25.

The simulated supply chain environment in the classroom helped students learn the importance of coordination & collaboration between different supply chain partners for increasing system wide profitability including understanding of supply chain concepts such as **Bull Whip Effect, order size, replenishment cycle, stock out situations etc.**

Evidence: few indicative photographs





E. Brainstorming Question For Next Session:

As a practice, students were given in advance **Brainstorming Questions** related to contemporary developments, business practices or supply chain related issues from the business environment. Students were asked to research & prepare the answers before the upcoming session. The **questions** were thereafter discussed in the class session to enhance student learnings.

Evidence: Snapshot of whatsapp group-



6) Course: Project Management, Term-IV

A. Workshop: Project Management Institute (PMI) North India Chapter

Theme: “Empowering Future Project Leaders”; 12 December 2025.

Conducted by:

Mr. Jay Kumar, President, PMI North India Chapter; Ms. Ajanta Sharma, Vice President – Finance, PMI North India Chapter and Academic Outreach Program Lead

The workshop was led by two senior leaders from the PMI ecosystem. Mr. Jay Kumar, President, PMI North India Chapter, drew from his 30 years of experience across IT and academia to explain what PMI stands for, how project management works in real-world environments, and why structured thinking is critical in handling complex projects.

Ms. Ajanta Sharma, Vice President – Finance, PMI North India Chapter and Academic Outreach Program Lead, shared insights on project management career paths, PMI certifications, and how these credentials support long-term professional growth.

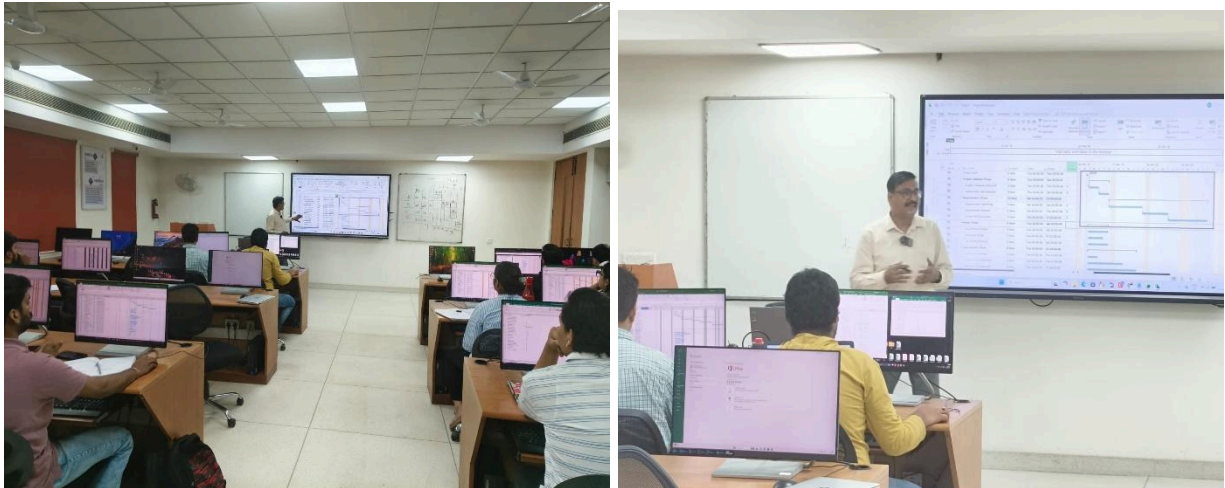
The workshop covered project management fundamentals, global standards, certifications, and career opportunities—successfully bridging academic learning with industry expectations.



B. Hands-on training workshop on MS PROJECTS:

A hands-on training workshop on MS PROJECTS (Project Management Software by Microsoft) was organized for Term VI students as part of Project Management course on **10th Mar'26, Tuesday, 3.15 pm - 7.30 pm**. The objective of the workshop was to train students in the aforesaid software which is widely used in the industry. Students received hands-on training on project planning, scheduling, monitoring and controlling using MS PROJECTS software. Students learnt about the various features of the software and its application in developing project schedule, estimating and assigning resources, leveling over allocated resources, setting cost baseline, tracking project progress, monitoring progress using Earn Value Management and generating reports. The workshop was conducted by external expert **Mr. Naveen Mishra, a project management consultant/trainer** alongwith course faculty Dr. Keshav Kr Sharma. Each of the participating student was also awarded a "CERTIFICATE OF COMPLETION" at the end of the workshop.

Evidence: Few indicative photographs of workshop given below:



- C. **iJaipuria Certificate in Agile Project Management:** As part of the course students completed an online ijaipuria course in Agile Project Management. The concepts, techniques and practices of Agile Project management was discussed in class session in advance for smooth completion of the online course.



- D. **Individual Viva:**

A one to one individual viva was conducted at the end of the course. The viva assessed student's knowledge of the project management concepts, tools and techniques alongwith their application to real world projects and project management issues.

