

## **TEACHING-LEARNING-EVALUATION PEDAGOGIES:**

### **Teaching learning:**

Teaching Economics can be really challenging since students are of different aptitude levels. This issue is first sorted with the help of Competency test which is conducted at the beginning of the semester. Competency test gives the faculty an idea about students who are good at the subject and those who need hand holding. Students who score less than 50% are helped with e resources and academic counselling. The process is continuous. Post intervention competency test to compare the scores.

Along with classroom interactive teaching, methods like outdoor experiment, quizzes in the class, games based on the subject are organised regularly. Students are encouraged to participate in students' seminars for presenting the topics on the theme. Last year the theme was SDG 2030, this year the theme was advanced empirical techniques.

We at the department of economics strongly believe in holistic development of young minds and along with regular teaching, extra knowledge is imparted via certificate course of 2 credits. So far the department has conducted certificate courses in GRETL, Advanced empirical techniques in collaboration with the University of La reunion.

Further students are given exposure to lectures by experts. So far we had experts from NIO, Pdt Deendayal petroleum university, Dept of economics, Goa university, Directorate of women and Child, Govt of Goa, Institute of public Health, Gandhinagar, Institute of rural management, Anand, Entrepreneurship development institute , Ahmedabad, Ahmedabad Management Association, JNU, Jamia Milia Islamia, University of LA Reunion, Understanding Different economies of Japan, Afghanistan, Kingdom of Lesotho by international students from the department

etc. These lectures help students to bridge the gap between classroom learning and industry applications and current developments in the subject.

Regular interaction with alumni also helps students in achieving excellence in academics since it serves as a motivation.

**Continuous Assessments** - The department also holds continuous assessment to evaluate students' understanding and knowledge through various modes of examinations such as written exams, MCQ etc.

1. **Case study:** - Electives like Economics & Law and environmental Economics, GE courses like entrepreneurship are best studied using Case studies. Students are given case studies with questions. Students prepare reports. And also, students are asked to search for similar case studies for comparative studies. It's an intensive description and analysis of a single individual or (sometimes) group. Case study gives a good source of ideas about behavior, Good opportunity for innovation, Good method to study rare phenomena, Good method to challenge theoretical assumptions.

2. **Inclass exercise-** On the recommendations of BOS 2018-19, the department introduced In class exercises on the grounds of practical work to be given to students. Of 60 lectures 15 lectures were practicals sometimes extended to 20 depending on the need. These are the continuous activities which take place in class. Students are given application-based exercises which involve use of statistical analysis, computational skills and use of a laptop. Exercises are designed based on the theory. This was implemented in the academic year 2019-20 in courses of

principles of Economics, Economics of Growth and Development and Empirical techniques for economic analysis.

Department also conducts bridge courses to help students to learn advanced or sometimes even basic form the given course. Since the department did not have any course in research methodology, a bridge course of ten days was conducted. This course helped TY students to write their project proposal.

Department also conducts need based 2 credit certificate courses. Course in GRETL to provide training in computational software GRETL and Advanced empirical techniques in collaboration with the University of LA reunion was conducted. Since FYBA students study a course in empirical techniques in economics, this certificate course helped to provide advanced knowledge to students.

**3. Field trips** - In courses like Indian economy a field led trip arranged to visit Small scale industry or self help groups immensely helps students to bring the knowledge of classroom to real life. The course of environmental economics is incomplete without a visit to sustainable environmental friendly farming methods( strawberry farminNetravali, SVD Seminary, Rai). Field work is divided into three components: Pre-field work activity, Field work and post field work. Field work is important in both the social sciences. Through Field work we allow students to collect data about the dynamic places, people, and species around them. Field work enables students to examine the way theories interact with real life.

**4. Presentation-** Students are also allowed to do presentations as a part of their assessment. Presentation topics are either given for group or individual. The topics are application based and it tests the knowledge of students' understanding in the given topic. Questions are asked by faculty and fellow students.

5. **Movie review:** students are given movie reviews related to the course as a part of the assessment. Concerned topics in the syllabus is discussed first with the students and then faculty explains to them the issues that are addressed in the movie. Students prepare a report for evaluation based on the movie in three parts: Movie review, students understanding of the issue, and solution to the same. The movie review is also preceded by reading material about specific economic thoughts of Gandhi.

7. **Review of article:** students are given related articles to the main topics. The article is discussed by the faculty in the class. And students submit the same in the given format.

8. **Skill Building activity:** Students in order to understand the business skills, marketing skills and pricing skills are given a skill building activity of preparing a product and selling it in the campus, advertising the same via social media. Students are given constraints like use of only environment friendly raw materials. Pricing is done by students and the score is based on anything earned over and above breakeven cost.

9. **Business plan:** in order to promote entrepreneurial and business interest among the students, Business plan is prepared by them which is evaluated by industry expert and entrepreneur. This gives first hand exposure to students to business proposals.

10. **Crosswords:** learning is made fun through occasional cross words that students have to solve in any topic.

**11. Semester end examination:** comprises one such question which is based on all modules that encourages students to study all the modules and also apply the knowledge gained in these models to the given situation.

**12. Book Review-** Students can choose subject related books of their choice and critic or support the content of the book and the perspective of the author. They can merge their opinions and suggestions with that of the author and it can be an amazing exercise and an evaluation component. This gives freedom to students to write what they feel about the content of the book, language and the way content of the book has been presented, different chapters of the book. They can give their own examples and connect the content of the book to their real life experience as well and write the review. They can apply what they have seen in their field and connects the dots to what the author has to say and deliver and what is their own perspective. They can agree or disagree with the authors points and give an explanation as why do they agree or disagree. They can connect other papers on the same topic and connect the contents of the book to that paper and link the book to different other papers, articles, videos, documentaries, live interviews etc and they can cite and link to references. They can choose books of Indian and foreign authors which gives a wide choice and opportunity.

**13. Response Paper :** Response papers are interesting where students can choose a paper written by an author of their choice related to the subject and they can criticize and support the author's perspective. Students respond to the article/Piece. Students can pick papers from their reading list itself. They can pick up papers written by 2 authors on the same topic and compare the perspectives of the two authors and support or criticize their points. This will give them an opportunity to pick up and read Indian and foreign authors. They can even pick up 2 -3 papers on the same

subject topic and try to connect linking dots which links the papers. And construct their argument/statements based on their take on the author's perspectives. This will allow them to use a lot creativity, thinking and will help enhance student's writing/language as well. They can back up their argument with a constructive explanation using references, videos, documentaries or real life incidents, field visit stories etc.