

Innovative Pedagogy used in teaching

Faculty: Dr. Shreekant Iyengar, Assistant Professor (Economics), SOC Indore

Program: B. Com (H) Semester IV 2020-23 Batch

Batch Size: 22

Course: Indian Economy and Global Scenario

Pedagogy: A study tour was organised to the Agricultural Produce Market Committee (APMC-*Anaj Mandi*) Indore for Second Year B. Com (Hons) students as a part of the curriculum on Indian Economy in March 2022. The tour gave the students a perspective and insight into the trading mechanism and functioning of various stakeholders at the market. Students had an immersive market experience where they observed first-hand the wheat and soybean auctioning process at the platforms provided by APMC and detailed procedures involved in the trading process. Students interacted with traders, farmers, and other officials at the market. This pedagogy was used for a particular module of the course with the intention of providing experiential learning to the students. While the students had gone through a background discussion of agriculture sector in India, this tour was intended to give them the first-hand information on a part mechanism of the entire agriculture market. Moreover, the learnings of the tour were also linked to the class participation ICA where students were asked to prepare a report and submit to the faculty.

Program: BBA and B. Com (H) Semester I (2021 and 2022 Batch)

Course: Microeconomics

Batch size: Four sections each of 50 to 60 students

Pedagogy: The students of first year BBA and B. Com (H) were taken to the institute cafeteria for discussion on one of the topics of production under the microeconomics course. The example of cafeteria was used to explain the functioning of the same through input output mechanism. The students were also given the perspective of the distinctions between fixed and variable inputs used in production and short run and long-run of production. Moreover, the stages of production were also explained in context of the cafeteria example. Lastly, the students were also explaining how the optimization of factor inputs could be attempted in a typical production. The example was further used in the class discussion in terms of problem solving. It was organised in such a way that three groups of 20 students were taken to the cafeteria one after the other while others were given problem solving tasks in the classroom. The intention of using this pedagogy was to provide a live example to understand the concepts related to the production theory in microeconomics. Moreover, the same example was also utilised for understanding the cost concepts in the same module.