

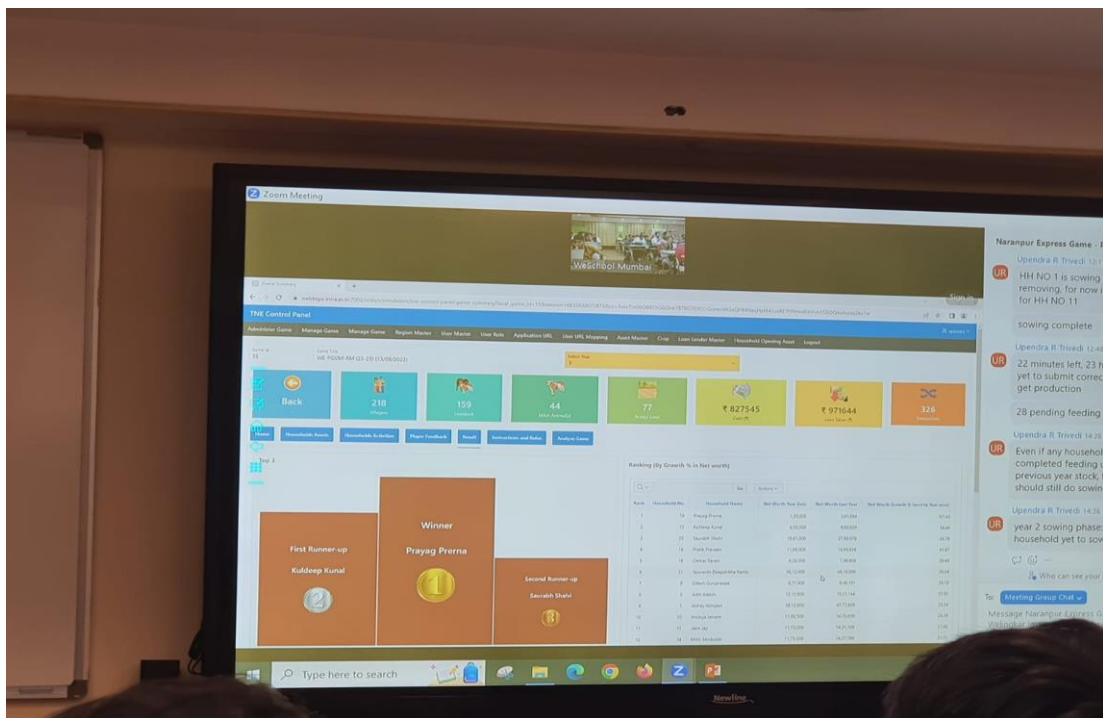
1.

Type of Pedagogy	Experiential Learning
Focus	Providing students with first-hand experience of various stakeholders in the rural ecosystem through a week stay in a village.
Course(s)	Exploring the Grassroots – I (Trimester I) AY19-20 AY22-23 AY 23-24 AY24-25
Objective	To gain a deep insight into rural demographics, rural dynamics with continued weeklong interaction with various stakeholders of the rural economy
Description	<ol style="list-style-type: none"> <li>1. The students undergo workshops related to Participatory Rural Appraisal which they use in their rural stay.</li> <li>2. The students are divided into mixed groups and each of the groups is given a particular village level organization (VLO) like health facility, markets, panchayat etc.</li> <li>3. The students interact with the assigned VLOs in groups and prepare a documentary of the VLO</li> <li>4. Each student also maintains a memoir of their experiences</li> <li>5. At the end, the groups present the VLO specific findings and showcase the video for evaluation.</li> </ol>
Outcome	This pedagogy is the USP of the rural program, and it has also won the best innovative pedagogy by NHRD in the past. The students develop empathy due to this rural exposure and gain knowledge about rural consumers.



2.

Type of Pedagogy	Immersive Learning – Naranpur Express Simulation
Focus	Students are exposed to a simulated rural economy experience
Course(s)	Exploring the Grassroots – I (Trimester I) AY 23-24 AY 24-25
Objective	To gain a deep insight into the rural economy and its dynamics To design strategies for rural markets with efficient use of resources
Description	Students are exposed to the Naranpur Simulation. It is a computer-based simulation where students play out in groups in a classroom setting with the help of a facilitator. There are five cycles of the simulation.
Outcome	The experience serves as a predecessor to the actual stay in the village for students. It is also a very engaging way of learning concepts related to the rural economy.



3.

Type of Pedagogy	Enquiry Based Learning
Focus	Identification of rural specific problem and coming up with a unique solution
Course(s)	Rural Society and Polity (Trimester I)  AY 23-24  AY 24-25
Objective	To develop students critical thinking and problem-solving skills.
Description	<p>At the end of the first lecture, the students are asked to identify a rural specific problem, or an emerging market problem, and come up with a unique solution for the program. At the end of the course, the students submit a ten-page report and make a 5-minute presentation to the faculty.</p> <p>To make students aware of the exercise, a video is shown to them about rural innovations for better understanding. The project is also evaluated as part of the continuous evaluation exercise.</p>
Outcome	As the class progresses the students are exposed to various facets of rural society which help them to think about the problem and ways of solving it. This also gives the faculty a better understanding about the abilities of a student in terms of their analytical and communication skills.