



CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

## DEPARTMENT OF ECONOMICS (AIDED)

### (ACADEMIC YEAR 2022-2023)

#### Introduction:

Embracing student-centric methods, the Department of Economics at Christ College offers participatory and experiential learning, making these methodologies integral to our educational approach, effectively bridging the gap between theory and practice. Real-world experiences are woven into the curriculum through field visits, internships, and practical applications of economic concepts, fostering a holistic perspective among students. Furthermore, our commitment to problem-solving methodologies is evident in the incorporation of critical thinking skills development through case studies, simulations, and group projects. This approach equips students to navigate real-world economic challenges confidently. Our student-centric philosophy fosters an environment where education is not just received but actively embraced. Choose Christ College for a transformative learning experience, where our Economics Department serves as a guiding light. Here, education extends beyond textbooks, instilling skills and insights that propel students to the forefront of economic thought and practice.

2.3.1	2.3.1 (a) Participatory Learning	2.3.1 (b) Experiential Learning	2.3.1 (c) Problem-Solving Methodologies
1	Lectures and Discussions	1 Internships	1 Surveys and fieldwork
2	Debate	2 Certificate Courses	2 Case study analysis
3	Discussions	3 Industrial Visits	3 Research Project Preparation



CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

4	Seminar	4	Exploring Local Economies	4	Publications
5	Seminar presentation	5	Economics Exhibition	5	Community Development Activities
6	Interaction with highly profiled Alumni	6	Homepreneurship Club Activities		
7	Assignments				

### ***PARTICIPATIVE LEARNING***

Participatory learning engages students as active contributors to their education. It redefines the classroom by placing students at the forefront of their education. Engaging in discussions, debates, seminar presentations, collaborative projects, and interactive sessions with esteemed alumni, students actively contribute to shaping their understanding. This dynamic approach empowers learners, fostering a vibrant learning environment that goes beyond traditional boundaries. Active engagement in these activities transforms theoretical knowledge into practical wisdom, preparing students for the challenges of the ever-evolving economic landscape.

#### **Programme Objectives:**

- Enable students to apply theoretical knowledge in real-world situations.
- Engage students actively in discussions, debates and collaborations for a comprehensive subject understanding.



CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

- Create opportunities for students to collaborate with diverse peers.
- Foster self-confidence and leadership skills in students.
- Provide valuable insights into students' skills, interests, passions, and values.

### Participative Learning – 1

**Programme Name:** Debate

**Programme Report:** The debate on essential goods and price hikes, organized by the final year BA Economics students on 14 July 2022, addressed the significant impact of rising prices on daily life. Moderated by Miss Dhilna Rose, students were divided into two groups: supporting price hikes and opposing them. Advocates for price hikes argued for economic sustainability and the potential for increased investment and innovation. Conversely, opponents highlighted the adverse effects on people with low incomes and the disparities in spending, emphasizing the disproportionate burden on economically disadvantaged individuals.

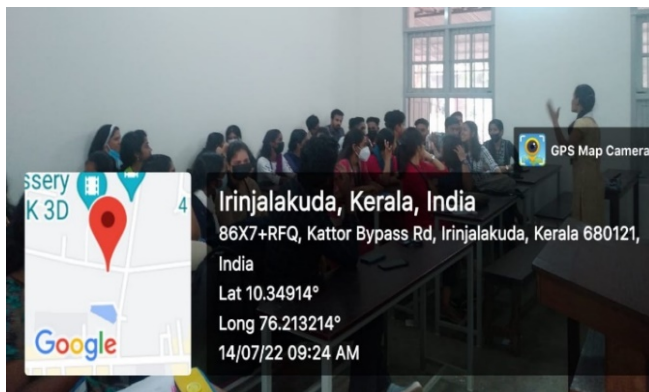
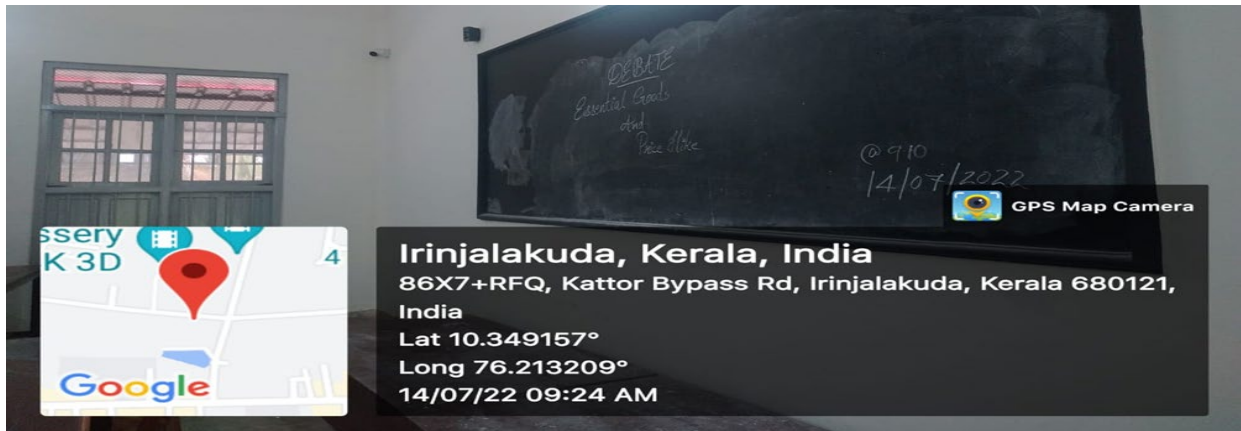
The consensus among participants was the urgent need for political authorities to address the issue promptly. Both sides agreed that policymakers should formulate comprehensive plans to improve ordinary people's living standards. Recommendations included reevaluating existing policies on essential goods, implementing social welfare measures to alleviate the burden on low-income people, and a call for transparent governance to curb malpractices contributing to unwarranted price increases.

The debate served as a platform for students to articulate their perspectives on the pressing issue of price hikes on essential goods. The consensus highlighted the importance of a balanced approach in addressing this complex challenge, considering economic sustainability and social welfare. The students urged policymakers to take proactive measures to mitigate the adverse effects on the standard of living for ordinary people.



CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

**Geotagged photos:**



Debate on essential goods price hike

**Additional Details:**

<https://drive.google.com/drive/folders/14alw9IcmY1AACleZ-m1viwJNpZUJhpUi>

**Participative Learning – 2**

**Programme Name:** Budget Discussion



CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

**Programme Report:** The MA Economics students of Christ College, Irinjalakuda, organized stimulating discussions on the Union Budget 2022-23 on June 8, 2022 and the 2023-24 budget on 23 February 2023. The sessions delved into understanding government revenue, expenditure intricacies, and the consequential budget deficit's impact on the nation. Students demonstrated a nuanced comprehension of budgetary allocations, tax policies, and fiscal strategies, emphasizing economic implications across various sectors.

A substantial part of the discussion dissected the budget deficit, with students critically analyzing its effects on economic stability, inflation, and government borrowing. The event featured students expressing their views on the budget, presenting arguments in favour of and against it, allowing for a comprehensive exploration of economic, social, and environmental opinions. The session concluded with an open-floor discussion, fostering vibrant exchanges, challenging assumptions, and proposing alternative perspectives on fiscal policies. The intellectually stimulating Budget Discussion enhanced students' understanding of government financial decisions and honed their analytical skills in evaluating economic policies. The diverse perspectives presented underscored the complexity of budgetary considerations, highlighting the significance of informed discourse in shaping a better economic future.

**Geotagged photos:**





CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:



**Additional Details:**

<https://drive.google.com/drive/folders/1bK1eUI9QR5hBjzexgBjAMKg3XMmJmbmQ>

**Participative Learning – 3**

**Programme Name:** Seminars

**Programme Report:** The Department of Economics orchestrated a series of impactful seminars at both national and state levels, addressing diverse and relevant topics. On 30th August 2022, the spotlight was on "Kerala Economy and Its Emerging Issues," providing a comprehensive



CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

exploration of the economic landscape of Kerala, uncovering challenges, and proposing solutions.

Shifting focus to personal finance, the seminar on 28th July 2022, titled "Wealth Creation through Personal Finance Management," delved into the intricacies of managing personal finances to foster wealth creation and financial well-being. Anticipating the evolving career landscape, the seminar on 9th July 2022, "Emerging Career Opportunities in the Digital World," examined the dynamic opportunities unfolding in the digital realm, offering valuable insights for aspiring professionals.

These seminars, marked by esteemed speakers and engaging discussions, served as platforms for knowledge exchange, fostering a deeper understanding of economic nuances, personal finance strategies, and the burgeoning prospects in the digital era. The Department of Economics remains committed to providing avenues for intellectual growth and staying attuned to the ever-changing dynamics of the economic landscape.

**Brochures:**



CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

**CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA, KERALA**  
Reaccredited by NAAC with 'A' grade

**NATIONAL WEBINAR ON 'WEALTH CREATION THROUGH PERSONAL FINANCE MANAGEMENT'**

Date: 28/07/2022  
Time: 11.00 AM

Platform: [Click here to Join](#)

*Jyotsna Kant Sharma*  
Senior consultant, AMFI, EX DGM SEBI

We are pleased to inform you that the Department of Economics (Aided), Christ College (Autonomous) Irinjalakuda, Thrissur, Kerala in collaboration with the Association of Mutual Funds in India (AMFI) is organizing one day national webinar on Wealth Creation through Personal Finance Management

[Click here to Register](#)

Sr. Rosy V.O  
Convenor&HoD  
Department of Economics  
Dr. Sasi C  
Organizing Secretary

Organizing Committee  
Dr. Franco.T. Francis  
Dr. Jean Maria George  
Ms. Ann Mary Cherian,  
Dr. Priyanka NR

**CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA, KERALA**

Department of Economics  
*organizes a webinar on*  
**Emerging Career Opportunities in the Digital Age**

Revathy Rajesh  
TEAM MANAGER AVOIDHA EDUCATION FOR A JOB

Litha Leo  
TEAM MANAGER AVOIDHA EDUCATION FOR A JOB

9 July 2022 10.30 am

Sr. Rosy V.O  
Convenor & HoD  
Department of Economics  
Dr. Franco T Francis  
Organizing Secretary  
Organizing Committee  
Dr. Sasi C  
Dr. Jean Maria George  
Ms. Ann Mary Cherian

**CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA, KERALA**

Department of Economics  
*organizes*  
**A SEMINAR ON**

**Kerala Economy and its Emerging Issues**

30 August 2022

*Resource Person*

Dr. Sabu P J, Assistant Professor,  
St. Thomas College Thrissur

Sr. Rosy V. O  
HoD & Convenor

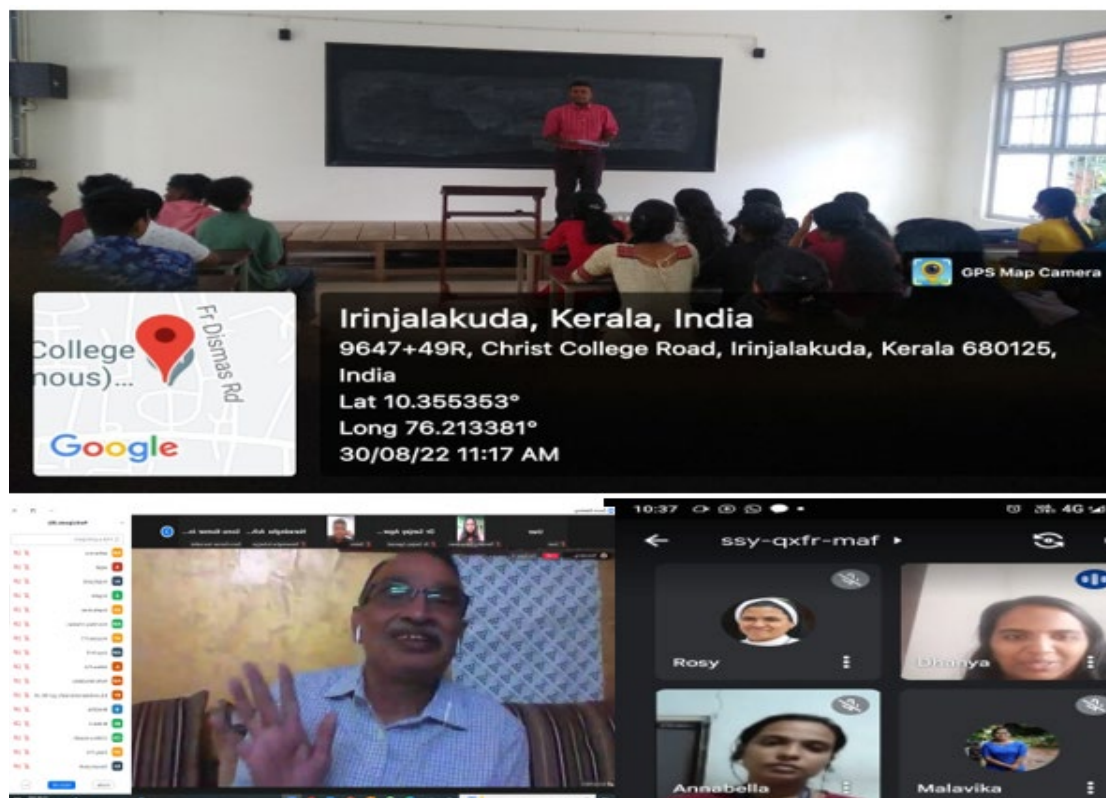
Co-ordinators: Dr. Franco T. Francis, Dr. Sasi C, Dr. Jean Maria George and Ms. Ann Mary Cherian

Geotagged photos:





CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:



**Additional Details:**

**Attendance:**

<https://drive.google.com/file/d/1NluvDdFswEgp0XIpGVMRkKCK1M6m1eUV/view?usp=sharing>

**Certificates:**

[https://drive.google.com/file/d/16iamvmJLeXqLINwZL6\\_OP\\_daWpmtILZM/view?usp=sharing](https://drive.google.com/file/d/16iamvmJLeXqLINwZL6_OP_daWpmtILZM/view?usp=sharing)

<https://drive.google.com/file/d/1GR3VHIoEX2LZpSfCPmXMDzvtHdNwXQci/view?usp=sharing>



CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

[https://drive.google.com/file/d/11X66rzD9Kne\\_zgacDNcPM3oPu7x8MuBF/view?usp=sharing](https://drive.google.com/file/d/11X66rzD9Kne_zgacDNcPM3oPu7x8MuBF/view?usp=sharing)

### Participative Learning – 4

**Programme Name:** Seminar Presentations

**Programme Report:** The Department of Economics at Christ College Irinjalakuda demonstrated a commitment to academic excellence through student-led seminars. These sessions fostered intellectual growth, critical thinking, and a practical understanding of diverse economic topics. The guidance of the paper in charge ensured the success of these endeavours, covering subjects from the syllabus and contemporary issues. The seminars showcased students' research and analytical skills, addressing economic reforms, fiscal policies, sustainable development, and income inequality themes. Active student participation reflected academic dedication and enthusiasm for understanding real-world economic challenges. The mentorship facilitated a deeper understanding of topics, enhancing the overall academic experience.

Key takeaways included a holistic understanding of the Indian economy, the promotion of critical thinking, and commendable research aptitude demonstrated by incorporating up-to-date data. The success of these seminars underlines the department's commitment to intellectual curiosity and academic rigour, contributing to students' overall academic and professional development. The initiative serves as a platform for meaningful engagement with economic concepts and real-world applications, emphasizing the department's pursuit of excellence in economic education.

**Geotagged Photos:**



CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:



**Additional Details:**

[https://drive.google.com/drive/folders/1iVzEu\\_nt9mfBaEsZBEBYJVn1TL06NNc](https://drive.google.com/drive/folders/1iVzEu_nt9mfBaEsZBEBYJVn1TL06NNc)

**Participative Learning – 5**

**Programme Name:** Interaction with highly profiled Alumni

**Programme Report:** The Department of Economics facilitated a remarkable opportunity for students to engage with distinguished alumni on 30th August 2022. Dr. Sabu P J, an esteemed alumnus and Assistant Professor at St. Thomas College, Thrissur, generously shared insights into his illustrious career, providing invaluable inspiration for aspiring students.





CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

During the interaction, Dr. Sabu elaborated on the trajectory of his career, shedding light on the pivotal moments that contributed to his esteemed status in life. His journey served as a beacon for students, emphasizing the significance of dedication, perseverance, and a passion for learning in achieving professional success. The session was marked by dynamic discussions, with students posing questions and seeking advice on navigating the academic and professional realms. Dr. Sabu's experiences resonated deeply, offering practical wisdom and motivating students to aspire for excellence in their academic and professional pursuits.

This interaction with a highly profiled alumni member not only provided students with a real-world perspective on the possibilities within the field of economics but also instilled a sense of pride and inspiration within the academic community. The Department of Economics remains committed to fostering such enriching interactions that bridge the gap between academia and the professional world, empowering students to shape successful and fulfilling careers.

**Geotagged Photos:**



Interaction with Alumni Dr. Sabu P J





CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

### Participative Learning – 6

**Programme Name:** Industrial Visit

**Programme Report:** To bridge the gap between theory and application, the department organized industrial visits that exposed students to the functioning of various industries. These visits provided a firsthand understanding of economic processes and facilitated interaction with industry professionals, offering valuable insights into the practical aspects of economic concepts.

Students from the 2019-22 batch at Christ College Irinjalakuda embarked on a valuable industrial visit to the esteemed Macof Chocolate Factory in Munnar. This visit, held on October 15, 2022, provided a unique opportunity for students to immerse themselves in chocolate production. Thirty students keen to understand the Chocolate production process and marketing dynamics participated. Macof Chocolate Factory, renowned for its artisanal approach to chocolate-making, blends traditional techniques with modern innovation in its state-of-the-art facilities. During the immersive visit, students not only observed but actively participated in various stages of the chocolate-making process. This hands-on engagement allowed them to appreciate the craftsmanship of creating high-quality chocolates. Exploring the inner workings of the factory, students gained insight into the seamless fusion of tradition and innovation that underpins the pursuit of culinary excellence. The experiential learning went beyond academic enrichment, igniting a passion for the artistry and precision inherent in chocolate production. The industrial visit to Macof Chocolate Factory transcended traditional learning boundaries, offering students an unforgettable journey into an industry that harmonizes craftsmanship, production technology, creativity and marketing. The experience broadened their perspectives and left a lasting impression, inspiring a renewed enthusiasm and appreciation for practical application in their educational pursuits.



CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

The BA Economics students of the 2021-24 batch at Christ College Irinjalakuda undertook a significant industrial visit to MASCO Tea Factory in Vagamon, Kottayam, as part of their experiential learning. The visit, conducted on September 22, 2022, involved 50 students keen to understand the tea production process and marketing dynamics. The MASCO Tea Factory officials warmly welcomed the students and provided a detailed explanation of the tea powder production process. Students observed the intricate operations, including the functioning of large machines and the final separation of tea powder based on particle size. The factory visit offered valuable insights into production-related aspects, including input factors, product pricing influenced by demand and supply principles, labour distribution, and productivity. The students discovered that the pricing of tea powder fluctuates with demand, leading to higher prices during off-seasons and reduced prices during the peak season. The officials shared that the factory employed 13 individuals from North India and five from other regions, showcasing a diverse workforce contributing to the production process. Students had the chance to purchase various types of tea powder produced by the factory, enabling them to apply their newfound knowledge practically and support the local industry. The industrial visit to MASCO Tea Factory was an enriching experience, providing students with a deeper understanding of the complexities involved in tea production and its economic dynamics. The visit concluded with students departing with valuable insights, increased enthusiasm, and a stronger connection between theoretical knowledge and real-world applications.

**Certificates:**



CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:



**Geotagged Photos:**



**Additional details:**

<https://drive.google.com/drive/folders/1cDIgNjQ4nR7TeUtfWq74IXTI8wEStHE6?usp=sharing>

**EXPERIENTIAL LEARNING**

Experiential learning is an active learning through experience. It is a student-centric teaching-learning method focusing on learning through reflection on doing. The Department of



CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

Economics at Christ College Irinjalakuda has been at the forefront of fostering holistic learning experiences for its students. Through diverse activities, the department aims to provide practical insights and real-world exposure to supplement classroom education. The critical components of our experiential learning initiatives include Industrial Visits, Student Internships, Exploring Local Economies, Community Development Activities, Surveys and Fieldwork, and Economics Exhibition. This approach involves actively involving students in direct experiences and encouraging focused reflection to enhance their knowledge, skill development, value clarification, and capacity to make meaningful contributions to their communities.

**Programme Objectives:**

The main objectives are to:

- Enable students to apply their knowledge and skills to various contexts within the subject and diverse future experiences.
- Give students a better understanding of the subject.
- Provide students with opportunities to collaborate with diverse organizations and people.
- Instill self-confidence and leadership skills among students.
- Offer insight into their skills, interests, passions, and values.

**Experiential Learning – 1**

**Programme Name:** Student Internship

**Programme Report:** Internships serve as a pivotal bridge, connecting the theoretical realms of academia with the dynamic challenges of the professional world. Recognising the importance of hands-on experience, the department facilitated student internships with reputed organizations. This initiative allowed students to apply theoretical knowledge in real-world scenarios, enhancing their problem-solving skills and preparing them for future challenges in the professional realm. In





CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

the journey towards becoming industry-ready professionals, 2021-24 and 2022-25 batches of students were selected for a transformative internship organized by the esteemed ELM Institute in Bangalore.

These short-term placements are not mere tasks but transformative journeys that propel students into hands-on exposure and real-world challenges. This internship focused on business analysis and aimed to provide participants with a nuanced understanding of industry practices and demands. Among the selected interns, three students are from the 2020-23 batch, and eight from the 2021-24 batch embarked on this enlightening journey. Beyond classrooms, these interns gained practical skills, delved into workplace dynamics, and tasted the responsibilities integral to their chosen field.

The internship experience enriched their resumes and fostered personal and professional growth. It gave them a fresh perspective, allowing them to apply classroom knowledge to real-world scenarios and shaping them into adaptable professionals equipped with the tools necessary to navigate the complexities of the business landscape. As these interns return with a wealth of experiences, insights, and a renewed sense of confidence, it becomes evident that internships are more than just professional opportunities; they are transformative catalysts that mould students into future leaders and contributors in their respective fields.

#### **Certificates:**



CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:



**Geotagged Photos:**





CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

**Additional Details:**

[https://drive.google.com/drive/folders/1cSeQo3uueLFMFvIqlB1\\_O0PfXwK9fGfq?usp=sharing](https://drive.google.com/drive/folders/1cSeQo3uueLFMFvIqlB1_O0PfXwK9fGfq?usp=sharing)

**Experiential Learning – 2**

**Programme Name:** Certificate Courses

**Programme Report:** The Department of Economics stands at the forefront of adaptive education, introducing two dynamic certificate courses – "Business Analyst" and "Blockchain and Crypto Trading". These programs have witnessed remarkable success, with 60 students completing the courses and emerging as adept professionals in their respective fields.

The "Business Analyst" certificate course delves into the intricacies of modern business dynamics. Covering areas such as data analysis, market trends, and strategic decision-making, it equips students with the analytical skills crucial for thriving in today's competitive business environment. The program, designed by industry experts and seasoned academicians, ensures a comprehensive understanding of business operations. The "Crypto Trading" certificate course responds to the surging interest in cryptocurrency markets. With the increasing significance of digital assets, this course provides students with insights into the fundamentals of crypto trading, blockchain technology, and risk management. The curriculum is tailored to cultivate a nuanced understanding of the crypto landscape, empowering students to navigate this evolving and dynamic sector.

The success of these certificate courses is evident in the 62 students who have completed the programs. These graduates not only showcase proficiency in their chosen fields but also exemplify the department's commitment to providing education that aligns with industry needs. The courses have proven instrumental in bridging the gap between theoretical knowledge and practical application, preparing students for real-world challenges.



CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

The Department of Economics remains dedicated to fostering innovative educational avenues, ensuring that students not only acquire academic excellence but also gain practical skills that enhance their employability. The certificate courses stand as a testament to the department's proactive approach in preparing students for the dynamic and diverse landscape of the economic sphere. As we celebrate the success of the 60 graduates, we look forward to further expanding our certificate course offerings and contributing to the holistic development of our students.

**Brochure:**

**CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA, KERALA**  
Reaccredited by NAAC with Grade 'A++' & SAAC 'A++'

**DEPARTMENT OF ECONOMICS**  
Offers Certificate Course on Blockchain and Cryptocurrency Trading

**BLOCKCHAIN AND CRYPTO TRADING**

Name of the Course : Blockchain and Crypto Trading  
 Course offered by : Economics  
 Course Coordinator : Dr. Franco T. Francis  
 Course Code : CPCC40

Learning Outcomes :  
 • Develop Blockchain skills & understanding  
 • Gain an in-depth understanding of Blockchain & its implementation  
 • Implement skills in any Blockchain applications  
 • Build Blockchain enterprise with acquired knowledge

Course Module :  
 • Module I: Bitcoin, NFT, and Metaverse  
 • Module II: Financial Markets, Trading Instruments, and Investment Strategies  
 • Module III: Technical Analysis and technical analysis Indicators

**SYLLABUS**

**MODULE I**  
 History of Bitcoin- Digital cash before Bitcoin-Bitcoin mining work-Bitcoin on peer-to-peer markets- bitcoin wallet-scalability-Lightning Network, forks: Soft forks-Hard forks- Bitcoin node-Ethereum and DAO - Ethereum Classic- mining work- Ethereum tokens- peer-to-peer markets-Ethereum wallet-Hot wallets and Cold wallets- Ethereum staking-Decentralized Finance (DeFi), Decentralized Exchanges (DEXs) on Ethereum-Ethereum node-Ethereum ProgPo, NFT-ERC Standards-Walkthrough Openses- Metamask account setup-Creating & Minting an NFT- History of Web and evolution-Metaverse -Product of Extended Reality-Augmented Reality (AR)-Virtual Reality (VR)- Mixed Reality (MR)-Artificial Intelligence (AI)-Financial and Economics of Metaverse-Benefits of Metaverse-NFTs in MV-Cryptocurrency in MV-Cybernetics-Gaming, Meetings, Virtual Learning, Social Interactions, Virtual Real-estate, e-commerce and Digital Identity in Metaverse (10 Hours)

**MODULE II**  
 Fundamental analysis vs. technical analysis of Trading- Financial Markets and Trading Instruments- Spot market-Margin trading-Derivatives market-Forward and futures contracts-Perpetual futures and Options contracts-Foreign exchange (Forex) market-Leveraged tokens  
 Trading and Investment Strategies, Portfolio and Risk management, Day, Swing, and Position trading, Scalping Smart money concepts (SMC)-Dow Theory-Elliott Wave Theory-Wyckoff Method, Index investing and Paper trading (10 Hours)

**MODULE III**  
 Technical Analysis-Long position-Order book depth-Market order-Slippage in trading-Bid-ask spread-Candlestick chart and Trend lines- Support and resistance-Technical Analysis Indicators-Leading vs. lagging indicators-Momentum indicator-Trading volume-Relative Strength Index (RSI)-Moving Average (MA)-Moving Average Convergence Divergence (MACD)-Fibonacci Retracement tool-Stochastic RSI (StochRSI)-Bollinger Bands (BB) Volume-Weighted Average Price (VWAP)Parabolic SAR-Ichimoku Cloud. (10 Hours)

**REFERENCE**

- "Mastering Bitcoin: Unlocking Digital Cryptocurrencies" by Andreas M. Antonopoulos
- "The Internet of Money" by Andreas M. Antonopoulos
- "Blockchain Basics: A Non-Technical Introduction in 25 Steps" by Daniel Drescher
- "Digital Gold: Bitcoin and the Inside Story of the Misfits and Millionaires Trying to Reinvent Money" by Nathaniel Popper
- "Cryptoassets: The Innovative Investor's Guide to Bitcoin and Beyond" by Chris Burniske and Jack Tatar
- "The Age of Cryptocurrency: How Bitcoin and Digital Money are Challenging the Global Economic Order" by Paul Vigna and Michael J. Casey
- "Trading Cryptocurrencies: A Beginner's Guide" by Clem Chambers





CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

**DEPARTMENT OF ECONOMICS  
CERTIFICATE COURSE DETAILS**

**NAME OF THE COURSE**  
Business Analyst Certification Program (BACP)

**COURSE CODE**  
CPCC01

**COURSE DETAILS**  
Duration: 6 months    Total hours: 40    Fees: 5000/-

**COURSE COORDINATOR**  
Jean Maria George

**PARTNERSHIP WITH**  
Elm Institute of Business Studies, Bangalore    www.elmibs.org

**ABOUT COLLEGE**  
Christ College (Autonomous), Irinjalakuda established in the year 1956 by CMI fathers has always been a place where young generations are moulded towards a bright future. College has excellent infrastructure, with state of the art laboratories, seminar rooms and lecture halls. The campus is Wi-Fi enabled. Presently College is house for 4500+ students.

**Name of the Course** : Blockchain and Crypto Trading

**Course offered by** : Economics

**Course Coordinator** : Dr. Franco T. Francis

**Course Code** : CPCC40

**Learning Outcomes** :

- Develop Blockchain skills & understanding.
- Gain an in-depth understanding of Blockchain & its implementation
- Implement skills in any Blockchain applications
- Build Blockchain enterprise with acquired knowledge

**Course Module** :

- Module I: Bitcoin, NFT, and Metaverse
- Module II: Financial Markets, Trading Instruments, and Investment Strategies
- Module III: Technical Analysis and technical analysis Indicators

**Additional details:**

<https://drive.google.com/drive/u/0/folders/1OnQZwAvQtAups31WMAgeMDW2ANA5Jo7Y>

<https://drive.google.com/drive/u/0/folders/1YmWerlvkNuIzwXamN7UfNo3QEqYSXtB->

**Attendance:**

<https://docs.google.com/spreadsheets/d/12iMhsZ7WRE3W4tbIeEzHDEOwXvrEcwAd/edit?usp=sharing&oid=103118910501383768812&rtpof=true&sd=true>

[https://docs.google.com/document/d/10aTylRoujCILrqq4\\_0D-up6AwvdCDhH/edit?usp=sharing&oid=103118910501383768812&rtpof=true&sd=true](https://docs.google.com/document/d/10aTylRoujCILrqq4_0D-up6AwvdCDhH/edit?usp=sharing&oid=103118910501383768812&rtpof=true&sd=true)

**Experiential Learning – 3**

**Programme Name:** Exploring Local Economies: Understanding Dynamics and Development

**Programme Report:** In pursuing a comprehensive education, understanding the intricacies of local economies is paramount. The changes occurring in economic conditions and the overall development of an area offer valuable insights into the pulse of its community. With this in mind,



CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

our department has set forth specific objectives and activities to cultivate this awareness among our students. The primary objective is to delve into the economic conditions of our immediate locality. This involves meticulously exploring the economic landscape, encompassing businesses, industries, and the overall economic ecosystem. Another crucial objective is to gauge the pace of development within our locality. By examining trends, growth patterns, and emerging sectors, students can grasp the evolving dynamics that shape the economic future of their surroundings.

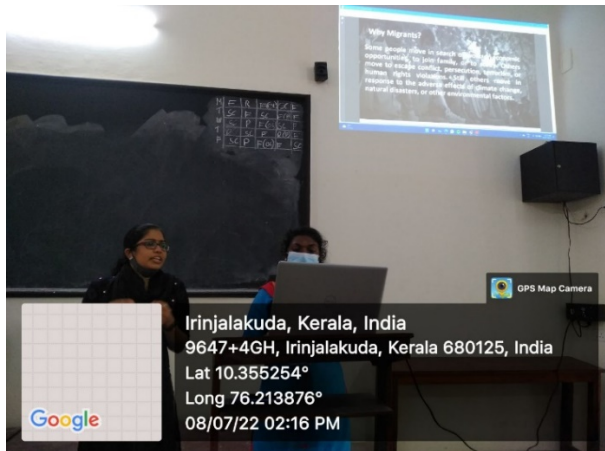
To achieve these objectives, each student is tasked with a project that involves crafting a succinct economic profile of their native or current place of residence. Through this project, students will gather data, conduct analyses, and present a comprehensive overview of the local economy. Recognizing the importance of kindling enthusiasm and interest in the subject, the inaugural responsibility for this project has been bestowed upon first-year students. This not only serves as an introduction to economic profiling but also fosters a sense of connection between the students and the economic heartbeat of their communities.

By engaging in this hands-on project, students are not just learning about economics from textbooks; they are actively contributing to the understanding and documentation of the economic tapestry surrounding them. This initiative empowers students with practical knowledge, fostering a deeper connection to their localities and instilling a sense of responsibility towards the economic well-being of their communities. Through such endeavours, we aim to cultivate informed individuals and socially conscious contributors to the economic fabric of their regions.

#### **Geotagged Photos:**



CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:



**Additional Information:**

- [https://drive.google.com/drive/folders/18uBnsnwcOLoXxXsqjOk19YyCzXgUt\\_1F](https://drive.google.com/drive/folders/18uBnsnwcOLoXxXsqjOk19YyCzXgUt_1F)
- <https://drive.google.com/drive/folders/1F13wwwWoEHx90kgytBqirxc6Y-RIVXQ->
- [https://drive.google.com/drive/folders/1fG0VRug41DJ8HyshA1ecLRR1Ze8yy\\_A9](https://drive.google.com/drive/folders/1fG0VRug41DJ8HyshA1ecLRR1Ze8yy_A9)

**Experiential Learning – 4**

**Programme Name:** Ecothon: Economics Exhibition

**Programme Report:** The highlight of our experiential learning initiatives was the Economics Exhibition, a platform for students to showcase their understanding of economic concepts through innovative displays and presentations. This event enhanced communication and presentation skills and fostered healthy competition among students.

The students of the Department of Economics, Christ College (Autonomous) Irinjalakuda students, organized an Economics exhibition named ECOTHON on the 13th and 14th of October 2022—the exhibition aimed to promote awareness about various economic concepts and their applications in real-world scenarios. The exhibition was open for staff, students and the public, showcasing various stalls presenting different economic concepts.

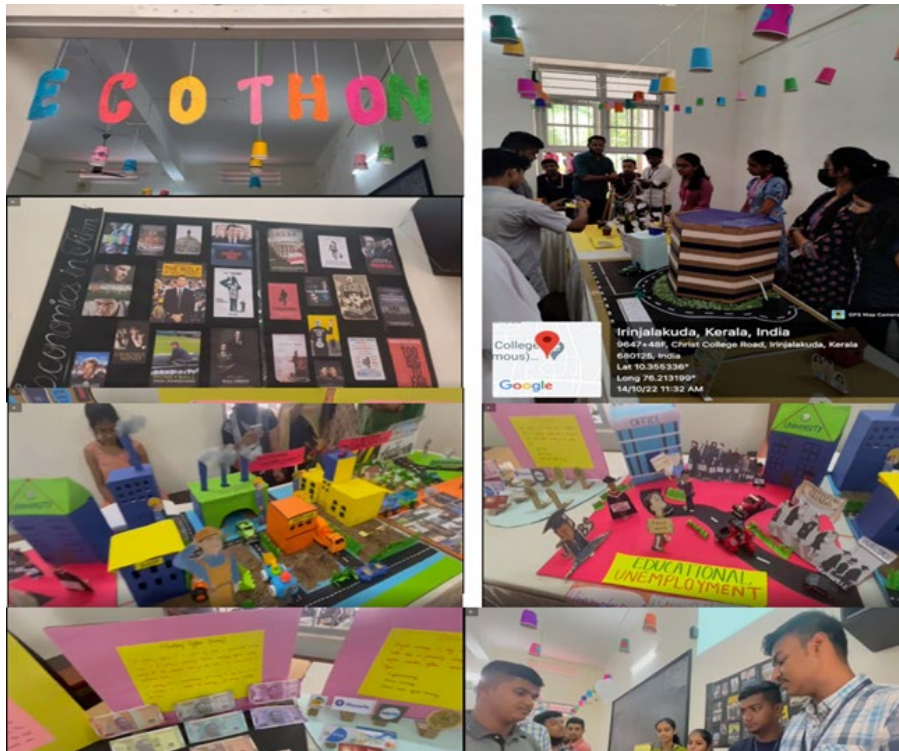




CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

Stalls at the Exhibition: The exhibition showcased a variety of stalls, each presenting a unique economic concept. The Smog-free project stall highlighted the concept of externalities and their impact on the environment. The Robotic Bee stall showcased the importance of robotics in agriculture and its potential to enhance productivity. The MSME stall displayed the role of micro, small, and medium enterprises in the Indian economy. The stall on the impact of COVID-19 on the Indian economy presented the challenges faced by the Indian economy during the pandemic. The Evolution of Money stall displayed the history of money and its evolution over time. The Unemployment Situation stall presented the current unemployment scenario in India and Kerala. The Economics and Cinema stall highlighted the portrayal of economic concepts in movies. The Stock Market Online Trade and Crypto Trade stall showcased the functioning of the stock market and crypto trade.

**Geotagged Photos:**







CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

### Programme Outcomes:

- Graduates form lasting ties with content, peers, teachers, communities, and the global context.
- Students hone critical thinking through experiential learning, extracting meaningful insights from their experiences.
- Graduates apply theoretical understanding to real-world situations, showcasing practical competence.
- Students adeptly generalize and relate learned experiences to various aspects of life.

### ***PROBLEM SOLVING METHODS***

Department of Economics seamlessly integrates theory with practical application to nurture well-rounded individuals. Our approach is rooted in a multifaceted framework that includes surveys and fieldwork, case study analysis, research project preparation, publications, and community development activities. Surveys and fieldwork form the bedrock of our methodology, immersing students in real-world scenarios to cultivate firsthand insights. Case study analysis sharpens critical thinking skills, providing a platform for students to dissect and solve intricate problems. Engaging in research project preparation not only hones academic rigor but also contributes to the body of knowledge. The avenue of publications amplifies our commitment to knowledge dissemination, ensuring that valuable insights from our students reach wider audiences. Lastly, community development activities underscore our dedication to societal impact, instilling a sense of responsibility and empathy in our students. This holistic approach to problem-solving methodologies distinguishes our department, creating an environment where theoretical knowledge seamlessly translates into practical solutions. Join us on a journey where challenges are embraced, solutions are crafted, and our students emerge as adept problem solvers ready to make a meaningful impact in their chosen fields.

### Programme Objectives:



CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

- Develop practical problem-solving skills through hands-on experiences like surveys, fieldwork, and case study analysis.
- Enhance critical thinking abilities by engaging in research project preparation and analyzing complex scenarios.
- Enable students to contribute to the body of knowledge through publications, showcasing their insights.
- Foster a sense of social responsibility with community development activities, instilling a commitment to positive change.
- Provide a well-rounded educational experience where theoretical knowledge seamlessly translates into effective and practical solutions.

### **Problem Solving Methods – 1**

**Programme Name:** Case Study

**Programme Report:** The Department of Economics is thrilled to showcase a collection of insightful case studies meticulously conducted by our students, offering an in-depth exploration into various socioeconomic facets. Post graduate students have completed three case studies. As a crucial component of our curriculum, these case studies represent a hands-on approach to mastering problem-solving skills. Students engage in real-world scenarios, dissecting challenges and devising innovative solutions. These case studies go beyond theory, allowing students to apply their knowledge to practical situations, fostering critical thinking and strategic decision-making. By undertaking case studies, students confront intricate challenges, devise solutions, and refine their adept problem-solving skills, navigating through the complexities of real-world scenarios.



CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

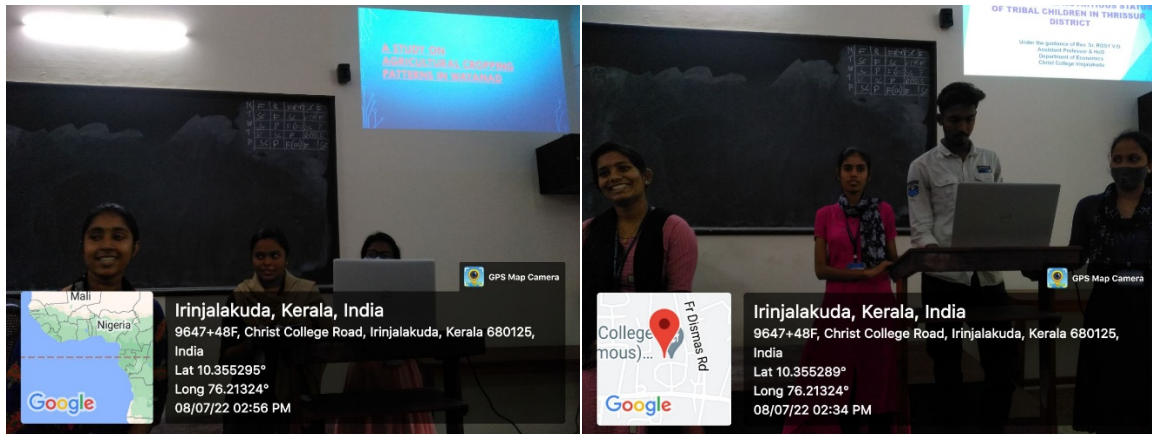
The first study, titled "A Study on Household Solid Waste Management in Irinjalakuda Municipality," critically examines the effectiveness of solid waste management practices at the household level. This research provides invaluable insights into sustainable waste management practices within the Irinjalakuda Municipality. The second case study, "Development of Adolescent Girls through ICDS: A Case Study of Selected Anganwadis in Kodakara Grama Panchayat," centers on the Integrated Child Development Services (ICDS) program. It assesses the program's impact on the holistic development of adolescent girls in specific Anganwadis within Kodakara Grama Panchayat. This study sheds light on the pivotal role of ICDS in shaping the future of young girls in the community. The third case study, "A Study on the Micro Small-Scale Business Impact: Problem and Prospects in Irinjalakuda Municipality," delves into the challenges and opportunities faced by micro small-scale businesses within Irinjalakuda Municipality. The analysis offers valuable insights crucial for understanding the local economic landscape, contributing to informed decision-making for the businesses and policymakers alike.

These case studies stand as a testament to our students' unwavering commitment to bridging theoretical knowledge with real-world challenges. Through rigorous research and analytical exploration, our students showcase their dedication to addressing pertinent issues in our community. Their endeavors contribute significantly to a deeper understanding of economic dynamics, fostering positive changes and sustainable solutions within our local context. The Department of Economics takes pride in nurturing students who not only excel academically but also actively contribute to the broader socioeconomic development of our community.

**Geotagged Photos:**



CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:



### Additional Details:

<https://drive.google.com/file/d/1pMoGzSi4oKmw7c4aWSnhe8DiNF9AffZt/view?usp=sharing>

[https://drive.google.com/file/d/1K6F1KZO5GPCX5DHeo0pr021jQ1IXeha\\_/view?usp=sharing](https://drive.google.com/file/d/1K6F1KZO5GPCX5DHeo0pr021jQ1IXeha_/view?usp=sharing)

[https://drive.google.com/file/d/1NGIPsBMFz1UTvJXC-fWHHM\\_VWvVJveUs/view?usp=sharing](https://drive.google.com/file/d/1NGIPsBMFz1UTvJXC-fWHHM_VWvVJveUs/view?usp=sharing)

### Problem Solving Methods – 2

**Programme Name:** Community Development Activities

**Programme Report:** The department actively engaged in community development activities, encouraging students to apply economic principles to address societal challenges. Through initiatives such as awareness campaigns, skill development workshops, and community projects, students learned to leverage economics for the betterment of society. This program, designed to instil a profound community consciousness, has become a hallmark of our commitment to holistic education.

Guided by dedicated teachers, students have had the privilege of exploring marginalized communities in various regions. Journeys to tribal communities in Wayanad, Attapadi, and Idukki





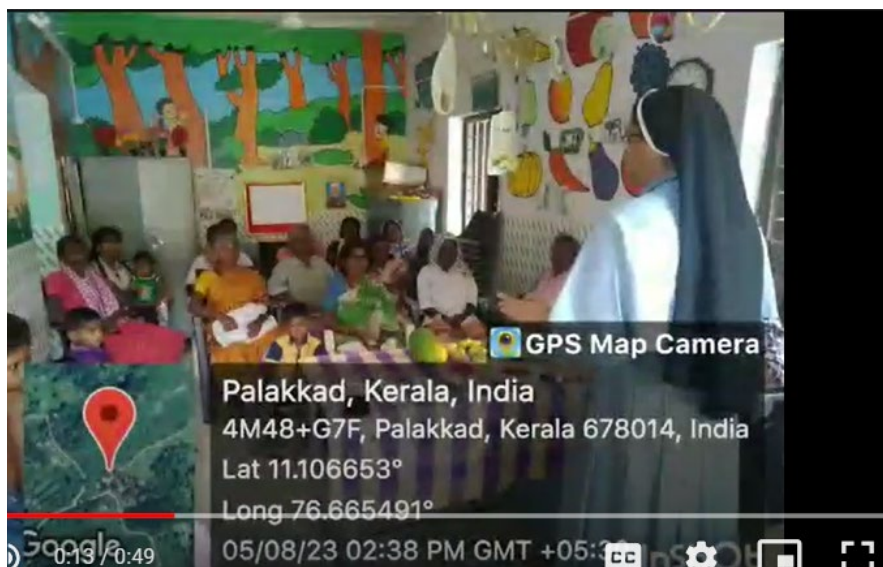
CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

and visits to fishing communities in Kozhikode have provided invaluable experiences. These excursions serve as a platform for students to witness firsthand the challenges these communities face and engage in meaningful conversations that foster understanding and empathy.

Beyond textbooks, these visits offer a lesson in humanity. Teachers, serving as mentors, provide students with the proper guidance, turning these experiences into opportunities for personal and communal growth. As our students step into the lives of those in less privileged areas, they broaden their horizons and develop a keen sense of social responsibility.

These annual visits are a testament to our commitment to producing academically proficient individuals and socially conscious citizens. Through exploration and engagement, our students are not just learners; they are ambassadors of change, equipped with the knowledge and empathy to impact the world around them positively.

### Geotagged Photos:



Talk on Malnutrition among tribals at Agali, Attappadi



CRITERION	II	Teaching-Learning and Evaluation
KEY INDICATOR	2.3	Teaching - Learning Process
METRIC	2.3.1	Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

**Additional details:**

<https://drive.google.com/drive/folders/17al6X2x56QMhmn2nFWuDT4ZNxtDc3ihB?usp=sharing>

**Video Link:**

[https://drive.google.com/file/d/1WfgY9C3dVFDrOCj3FWyOM\\_SaAED3ZOxZ/view?usp=sharing](https://drive.google.com/file/d/1WfgY9C3dVFDrOCj3FWyOM_SaAED3ZOxZ/view?usp=sharing)

**Programme Outcomes:**

- Students adeptly apply problem-solving methodologies to real-world challenges.
- Develop strong analytical skills through case study analysis and research project preparation.
- Contribute meaningfully to academic knowledge with publications showcasing innovative insights.
- Embrace a sense of social responsibility and actively engage in community development activities.
- Attain a holistic education, equipping graduates with the ability to translate theoretical knowledge into effective problem-solving strategies.



PRINCIPAL

**Fr. Dr. Jolly Andrews**  
Associate Professor -  
In-Charge of Principal  
Christ College (Autonomous)  
Irinjalakuda