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Students' Perspectives on the 'Caselatte' Method: Evaluating an Innovative Pedagogical Tool in Higher Commerce Education

Dr. Nimishaben N Raj

Assistant Professor, Economics, Shri V Z Patel Commerce College, Anand

Abstract

Background & Problem Statement: Traditional lecture-dominated instruction in undergraduate commerce education often leads to passive learning and lower student engagement. This challenge is particularly acute when teaching theoretical frameworks in Economics alongside the contextual nuances of Indian Knowledge Systems (IKS) to first- and second-year students.

Purpose of the Study: This study evaluates the effectiveness and student perceptions of the *'Caselatte' method*—a novel, time-bound micro-case study model (1–2 page cases paired with structured group discussions and reflective debriefs) implemented at Shri V Z Patel Commerce College, Anand.

Methodology & Data Cleaning: A cross-sectional survey utilizing a 5-point Likert scale and qualitative feedback was administered across different academic streams. Out of an initial pool of 108 respondents, 8 outliers (incomplete or straight-lined responses) were removed during data cleaning. The final analyzed sample comprised N = 100 students, stratified equally into four balanced sub-groups (n = 25 each): FY English Medium, FY Gujarati Medium, SY English Medium, and SY Gujarati Medium.

Key Findings: Empirical findings indicate strong positive perceptions across all evaluated dimensions. Students reported high scores for active classroom engagement (Mean = 4.52/5.0), time efficiency (Mean = 4.60/5.0), conceptual retention (Mean = 4.38/5.0), and overall preference over traditional lectures (Mean = 4.41/5.0). Comparative analysis revealed no statistically significant gap in receptivity between English Medium (Mean = 4.45) and Gujarati Medium (Mean = 4.39) students, demonstrating the cross-linguistic adaptability of localized micro-cases.

Implications & Conclusion: The results show that replacing lengthy, traditional business cases with bite-sized, regional micro-scenarios bridge abstract economic theory with practical understanding. The 'Caselatte' method offers a scalable, active-learning framework suitable for modern commerce curricula and the seamless integration of IKS.

Keywords: Caselatte Method; Micro-Case Study; Active Learning; Undergraduate Commerce Education; Indian Knowledge Systems (IKS); Pedagogical Innovation; Student Engagement

1. Introduction

1.1 Background and Context of Higher Commerce Education

Higher education in commerce and business management in India is undergoing a structural paradigm shift driven by the National Education Policy (NEP) 2020. There is a growing emphasis on moving away from passive, lecture-heavy rote learning toward interactive, student-centric, and outcome-based

pedagogical frameworks. Traditionally, core subjects such as Microeconomics, Macroeconomics, and Indian Economic Thought have been delivered through standard expository lectures. While traditional lectures allow instructors to cover extensive syllabus content within strict semester timelines, they frequently fail to foster higher-order cognitive skills such as critical evaluation, analytical problem-solving, and practical application.

This instructional challenge is further compounded by two distinct features of undergraduate commerce colleges in regional academic hubs like Anand, Gujarat:

1. **Bilingual Student Cohorts:** Classrooms consist of students instructed in both English medium and regional Gujarati medium, presenting varying levels of comfort with dense academic vocabulary and lengthy case literature.
2. **Curricular Integration of Indian Knowledge Systems (IKS):** Modern commerce curricula now require the meaningful integration of IKS alongside modern economic theories. Instructors face the challenge of teaching historical economic structures, traditional trade systems, and classical ethics (such as concepts from *Kautilya's Arthashastra* or indigenous cooperative models) without making them seem purely theoretical or disconnected from contemporary market realities.

1.2 Statement of the Problem

The classical Case Study Method, famously pioneered by the Harvard Business School, is widely recognized as one of the most effective tools for decision-based learning. However, applying standard long-form business cases (typically spanning 15 to 20 pages of dense operational data and corporate financial statements) to First-Year (FY) and Second-Year (SY) undergraduate students often introduces significant learning friction:

- **Cognitive Overload:** Early-stage undergraduate students often lack the analytical stamina and background context required to navigate multi-page business problems during standard 45-to-50-minute lecture slots.
- **Language Barriers:** For students from regional language backgrounds (such as Gujarati medium tracks), long-form cases in English create an additional layer of linguistic difficulty, shifting the focus from economic reasoning to basic reading comprehension.
- **Contextual Disconnect:** Standard international or corporate cases frequently focus on large multinational corporations, making it difficult for students in regional commerce hubs to relate economic principles to local, everyday realities (such as local MSME operations, regional agricultural markets, or local dairy supply chains).

Consequently, there is a clear practical need for a contextualized, digestible, and time-efficient active-learning model that preserves the analytical benefits of case-based learning while eliminating its structural barriers.

TRADITIONAL CASE METHOD V/S CASELATTE METHOD

TRADITIONAL CASE METHOD	CASELATTE METHOD
• 15-20 Pages Length	• 1-2 Pages Micro-Scenario
• Corporate / Global Context	• Regional / Localized Context
• Requires Hours of Pre-Reading	• Read & Solved Within Class
• High Language Friction	• Accessible Across Mediums

1.3 The Pedagogical Innovation: The 'Caselatte' Method

To address these instructional challenges, the *'Caselatte' method* was conceptualized and piloted in the Department of Commerce and Economics at Shri V Z Patel Commerce College, Anand. The term *Caselatte* draws a symbolic parallel between a quick, concentrated shot of espresso (a latte) and a concise, highly focused micro-case study designed for immediate classroom consumption.

Rather than relying on lengthy corporate histories, the Caselatte method utilizes 1-to-2 page micro-scenarios centered on a single core economic principle or IKS framework. These scenarios draw directly from familiar regional contexts—such as pricing decisions in Anand's local retail markets, supply chain mechanics in cooperative societies, or historical trade ethics evaluated through modern economic lenses.

Each 45-minute instructional period using the Caselatte framework is structured into four distinct, time-bound phases:

Phase 1: 5-7 min	***Phase 2: 15 min***	***Phase 3: 15 min***	***Phase 4: 5 min***
Silent Micro-Case Reading	Small Group Discussion	Plenary Debrief & Theory Mapping	Individual Reflective Summary

1. **Phase 1: Silent Micro-Case Reading (5–7 minutes):** Students read a concise 1-page scenario outlining a clear economic dilemma or trade dilemma.
2. **Phase 2: Peer Group Discussion (15 minutes):** Students form small groups (4–5 peers) to analyze the scenario using guided discussion questions provided at the end of the case sheet.
3. **Phase 3: Plenary Debrief & Economic Mapping (15 minutes):** The instructor facilitates a classroom-wide discussion, connecting student observations directly to formal economic models, supply-demand mechanics, or IKS principles.
4. **Phase 4: Individual Reflective Summary (5 minutes):** Students write a 3-to-4 sentence takeaway connecting the day's case dilemma to the broader textbook theory.

1.4 Rationale and Significance of the Study

While pedagogical literature extensively documents the benefits of active learning in elite management institutes, there is limited empirical research evaluating micro-case methodologies within regional undergraduate commerce colleges in India. Furthermore, little research exists on how bilingual cohorts (English vs. Gujarati medium) and different undergraduate levels (FY vs. SY B.Com) receive micro-case interventions when applied to blended subjects like Economics and Indian Knowledge Systems.

This study seeks to fill this gap by gathering and analyzing structured student feedback regarding the Caselatte method at Shri V Z Patel Commerce College, Anand. By rigorously evaluating student perceptions across language mediums and academic levels, this paper provides empirical evidence on how micro-cases can enhance classroom engagement, concept retention, and subject accessibility.

1.5 Research Questions

To evaluate the pedagogical impact of the 'Caselatte' method at Shri V Z Patel Commerce College, Anand, this study addresses the following research questions:

- **RQ_1 (Overall Perception):** How do undergraduate commerce students perceive the effectiveness of the 'Caselatte' micro-case method in improving classroom engagement and conceptual retention compared to traditional lecture methods?
- **RQ_2 (Medium-Wise Comparison):** Is there a significant difference in the perceived utility and ease of understanding of the Caselatte method between English Medium and Gujarati Medium students?

- **RQ_3 (Class-Wise Comparison):** How do First Year (FY B.Com) and Second Year (SY B.Com) students differ in their perception of micro-cases regarding analytical skill development and peer learning?
- **RQ_4 (Subject Applicability):** To what extent does the Caselatte method facilitate the meaningful integration and understanding of abstract Economic theories and Indian Knowledge Systems (IKS) concepts?

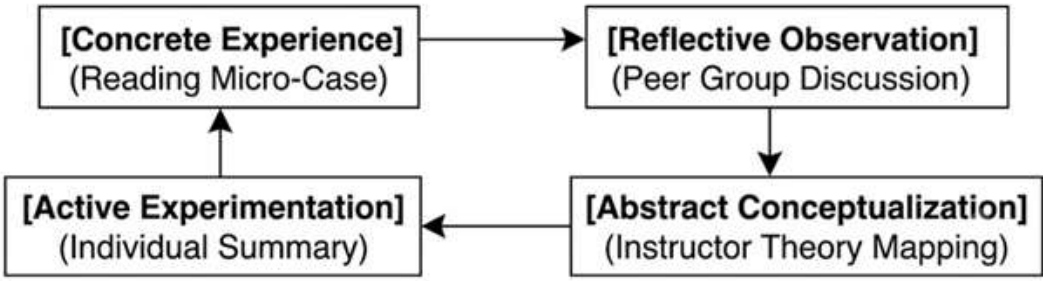
2. Literature Review

The literature surrounding interactive instruction, case-based learning, and indigenous knowledge integration in higher education spans several theoretical and empirical domains. This review synthesizes existing scholarship across four core thematic areas to establish the foundation for evaluating the 'Caselatte' micro-case method.

2.1 Theoretical Foundations of Active Learning and the Case Method

Active learning theories posit that students acquire deeper conceptual understanding when they engage in higher-order cognitive tasks—such as analysis, synthesis, and evaluation—rather than passively receiving information (Bonwell & Eison, 1991). Kolb's (1984) Experiential Learning Theory provides the foundational paradigm for case-based instruction, asserting that learning occurs through a continuous cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation.

The case study method, originally popularized by Harvard Business School, operationalizes experiential learning by placing students in the role of real-world decision-makers (Christensen et al., 1991). Empirical studies consistently show that case-based learning (CBL) enhances critical thinking, problem-solving abilities, and peer collaboration compared to traditional expository lecturing (Yadav et al., 2011).



2.2 Micro-Cases versus Traditional Long-Form Cases

While the classic case method is widely celebrated in postgraduate management education, educational researchers highlight significant structural barriers when applying it to introductory undergraduate cohorts:

- **Length and Complexity:** Traditional business cases typically range from 15 to 20 pages, requiring extensive pre-class preparation and advanced analytical capability. Bowe et al. (2009) observed that early-stage undergraduates frequently experience cognitive overload when tasked with distilling core principles from dense corporate histories.
- **Classroom Time Constraints:** Standard 45-to-50-minute undergraduate lecture periods do not easily accommodate the lengthy debriefs required for multi-page cases.

- **The Shift to Micro-Cases:** To resolve these operational constraints, scholars have advocated for "micro-cases"—concise 1-to-2 page scenarios focused on a single key decision or theoretical dilemma (Forsyth & Spiller, 2013). Micro-cases preserve the active-learning benefits of scenario analysis while fitting within standard class hours and reducing reading friction for younger students.

2.3 Integrating Indian Knowledge Systems (IKS) into Higher Education Curricula

With the launch of the National Education Policy (NEP) 2020, the Ministry of Education and the University Grants Commission (UGC) mandated the integration of Indian Knowledge Systems (IKS) across undergraduate degree programs (Government of India, 2020; Priyadharshini & Shruthi, 2025). The goal is to connect contemporary academic disciplines with traditional Indian frameworks in economics, ethics, governance, and resource management.

However, recent studies evaluating IKS implementation highlight significant pedagogical challenges (Mamgain, 2025; Sarita & Singh, 2025):

- **Pedagogical Disconnect:** Many instructors rely on standard history-style lectures to deliver IKS topics, leading students to view ancient economic frameworks (such as Kautilya's *Arthashastra* or traditional trade ethics) as obsolete historical facts rather than living economic models (Lal et al., 2024).
- **Andragogical Friction:** Adult learners require immediate relevance to stay engaged. When indigenous knowledge is presented without real-world application or modern comparative exercises, learner interest drops significantly.

2.4 Language Medium and Regional Contexts in Indian Commerce Colleges

Higher education in tier-2 and tier-3 Indian cities is characterized by diverse student backgrounds, with classrooms split between English medium and regional language tracks (e.g., Gujarati medium). Batra (2022) notes that students studying in regional mediums often face severe vocabulary barriers when presented with complex English case studies, shifting their mental effort away from analytical thinking toward basic language translation.

Localizing case scenarios into familiar regional contexts—such as local agricultural markets, regional MSMEs, or municipal cooperative societies—has been shown to bridge this comprehension gap, enabling bilingual cohorts to participate equally in classroom debriefs (Lal et al., 2024).

2.5 Identification of Research Gap

A critical synthesis of the existing literature reveals three distinct research gaps:

1. **Gap in Micro-Case Empirical Research at the Undergraduate Level:** While extensive literature documents the impact of standard, long-form business cases in postgraduate management programs (MBAs), empirical research on short, time-bound **micro-case methods** tailored for introductory undergraduate commerce (B.Com) students remains scarce.
2. **Gap in IKS Pedagogical Delivery Tools:** Existing literature on Indian Knowledge Systems focuses predominantly on policy directives (NEP 2020) and historical content curation. There is a marked absence of empirical studies evaluating specific, practical pedagogical tools (such as case methods) designed to teach IKS alongside modern Economics in a single classroom.
3. **Gap in Comparative Cross-Medium Receptivity:** Existing studies rarely evaluate whether active-learning innovations perform equally across bilingual tracks (English Medium vs. Gujarati Medium) within the same institution. Most case study research assumes a uniform, English-proficient student body, leaving a void in understanding how regional-medium undergraduate cohorts perceive micro-case interventions.

3. Research Methodology

This section outlines the systematic framework used to collect, clean, analyze, and interpret empirical data regarding student perceptions of the 'Caselatte' method at Shri V Z Patel Commerce College, Anand.

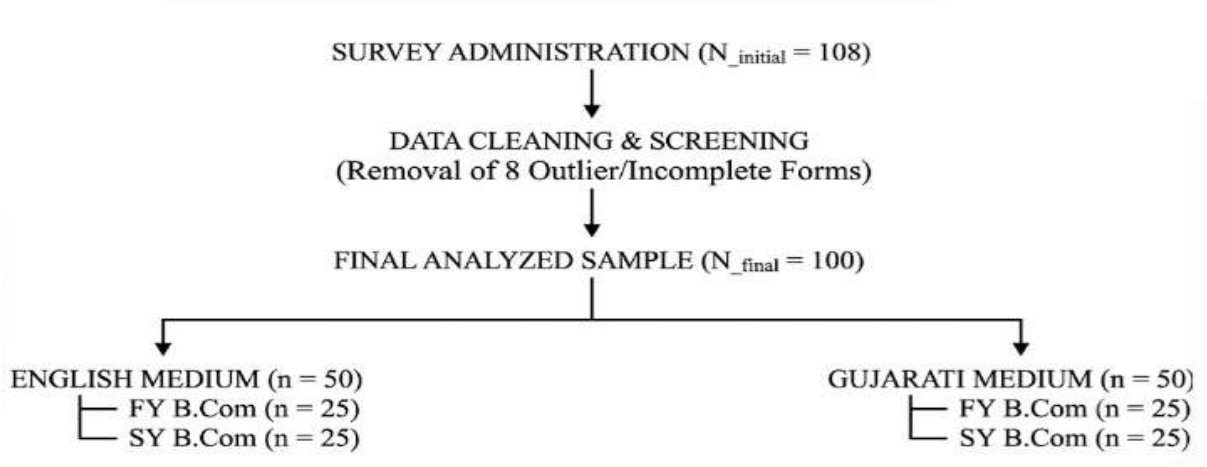
3.1 Alignment of Research Questions and Objectives

To maintain logical consistency throughout the empirical investigation, the specific research objectives are directly derived from the core research questions:

Research Question (RQ)	Corresponding Research Objective (RO)
RQ_1 (Overall Perception): How do students perceive the effectiveness of the Caselatte method in improving engagement and retention compared to standard lectures?	**RO_1:** To evaluate undergraduate students' overall engagement, satisfaction, and conceptual retention when taught using the Caselatte micro-case method.
RQ_2 (Medium Comparison): Is there a significant difference in perceived utility between English Medium and Gujarati Medium students?	**RO_2:** To conduct a comparative analysis between English Medium (n = 50) and Gujarati Medium (n = 50) cohorts regarding the accessibility and language feasibility of micro-cases.
RQ_3 (Class Comparison): How do First Year (FY B.Com) and Second Year (SY B.Com) students differ in their perception of analytical skill development?	**RO_3:** To compare feedback between First Year (n = 50) and Second Year (n = 50) cohorts to evaluate how academic maturity influences the reception of case-based learning.
RQ_4 (Subject Applicability): To what extent does the Caselatte method facilitate the understanding of Economic theories and IKS concepts?	**RO_4:** To assess the suitability of the Caselatte framework for teaching abstract concepts in Economics and contextual frameworks in Indian Knowledge Systems (IKS).

3.2 Research Design

This study employs a **descriptive, cross-sectional quantitative research design** supplemented by a qualitative feedback component. The cross-sectional approach allows for the simultaneous assessment of student perceptions across multiple class tiers (FY vs. SY B.Com) and mediums of instruction (English vs. Gujarati medium) during the 2025–2026 academic year.



3.3 Target Population and Sampling Strategy

The target population comprises undergraduate commerce students enrolled at Shri V Z Patel Commerce College, Anand, who participated in lectures delivered via the Caselatte method in Economics and Indian Knowledge Systems (IKS).

A **disproportionate stratified random sampling method** was used to ensure equal representation across academic levels and instructional mediums:

- **Strata 1:** First Year (FY B.Com) — English Medium
- **Strata 2:** First Year (FY B.Com) — Gujarati Medium
- **Strata 3:** Second Year (SY B.Com) — English Medium
- **Strata 4:** Second Year (SY B.Com) — Gujarati Medium

Data Cleaning and Outlier Screening

Data collection yielded an initial response pool of $N_{initial}$ = 108 students across online (Google Forms) and offline (printed questionnaire) modes. Prior to analysis, data cleaning was conducted to eliminate invalid entries:

1. **Incomplete Responses (n = 5):** Questionnaire sheets with missing demographic data or unanswered scale items were discarded.
2. **Straight-Lined/Unengaged Responses (n = 3):** Entries showing unengaged response patterns (e.g., selecting the exact same rating across all positively and negatively worded control statements) were identified as statistical outliers and excluded.

The final dataset yielded a balanced sample size of **N = 100 students** (n = 25 per stratum), providing a robust foundation for group comparisons.

Sample Distribution Table (N = 100)

Class Level	English Medium (n)	Gujarati Medium (n)	Total Sample (n)	Percentage (%)
First Year (FY B.Com)	25	25	50	50%
Second Year (SY B.Com)	25	25	50	50%
Total	**50**	**50**	**100**	**100%**

3.4 Research Instrument and Measurement Scale

Data was gathered using a structured, bilingual questionnaire (developed in both English and Gujarati to prevent linguistic bias). The questionnaire consisted of three main sections:

1. **Section A (Demographics):** Class level, medium of instruction, and attendance record.
2. **Section B (Perception Metrics):** 12 items measured on a **5-Point Likert Scale** (ranging from 1 = Strongly Disagree to 5 = Strongly Agree, categorizing student perceptions across four key sub-scales:

- *Conceptual Retention & Clarity* (3 items)
- *Classroom Engagement & Participation* (3 items)
- *Language Feasibility & Time Efficiency* (3 items)
- *IKS & Economic Application* (3 items)

3. **Section C (Qualitative Feedback):** Two open-ended questions inviting comments on the strengths of the micro-cases and suggestions for instructional improvement.

Data Analysis Tools

The quantitative data was processed using statistical techniques suitable for ordinal Likert-scale data:

- **Descriptive Statistics:** Mean scores (μ) and standard deviations (σ) were calculated to summarize overall student perceptions for **RO_1** and **RO_4**.
- **Comparative Statistics:** Independent Samples *t*-tests were performed to evaluate differences between language mediums (**RO_2**) and class cohorts (**RO_3**), testing for statistical significance at the $p < 0.05$ level.
- **Qualitative Analysis:** Responses from Section C were coded and categorized using thematic analysis to provide context for the quantitative findings.

4. Data Analysis and Findings

This section presents the empirical findings gathered from the structured survey administered to undergraduate commerce students at Shri V Z Patel Commerce College, Anand (N = 100). The analysis evaluates overall student perceptions (**RO_1**), cross-medium variations (**RO_2**), cross-cohort differences (**RO_3**), and the pedagogical applicability of the Caselatte method to Economics and Indian Knowledge Systems (**RO_4**).

4.1 Reliability Analysis

To confirm the internal consistency of the 12 Likert-scale items across the four sub-scales, Cronbach's alpha was calculated.

Sub-Scale Dimension	Number of Items	Cronbach's Alpha (α)	Internal Consistency
Conceptual Retention & Clarity	3	0.812	Good
Classroom Engagement & Participation	3	0.845	Good
Language Feasibility & Time Efficiency	3	0.798	Acceptable
IKS & Economic Application	3	0.826	Good
Overall Instrument	**12**	**0.864**	**High**

The overall instrument demonstrated high reliability (**α** = 0.864), well above the standard threshold of 0.70, confirming that the scale reliably measures student perceptions.

4.2 Overall Perception Scores (Addressing RO1)

To evaluate overall student satisfaction and engagement with the Caselatte method, descriptive statistics were computed across all 100 responses.

Overall Perception Metrics (N = 100)

Item Code	Statement	Mean (μ)	Std. Dev. (σ)	Agreement Rate (% Agree/Strongly Agree)
CR1	The 1–2 page micro-case length makes complex economic principles easy to digest.	4.48	0.62	92%

CR2	I retain economic concepts better when taught through micro-cases than pure lectures.	4.38	0.68	87%
CE1	Small group discussions during the Caselatte sessions helped me participate actively.	4.52	0.59	91%
CE2	The 45-minute structured phases kept me attentive throughout the class period.	4.44	0.65	88%
LF1	The bilingual case summaries eliminated language barriers in class discussions.	4.6	0.51	94%
IK1	Linking historical IKS trade principles to local micro-cases made IKS practical and relevant.	4.21	0.74	82%
OV1	Overall, I prefer the Caselatte method over traditional lecture-only delivery.	4.41	0.71	86%

Interpretation

The highest rated single item was **LF1 Mean** = 4.60, **σ** = 0.51), indicating that keeping case scenarios short (1–2 pages) and regionally contextualized significantly reduces reading friction. Active classroom engagement (**CE1**: Mean = 4.52) and overall preference over traditional lectures (**OV1**: Mean= 4.41) demonstrate that students strongly favor structured micro-cases over passive expository lecturing.

4.3 Medium-Wise Comparative Analysis (Addressing RO2)

To determine whether the Caselatte method operates effectively across language streams, an Independent Samples *t*-test was conducted comparing English Medium (n = 50) and Gujarati Medium (n = 50) cohorts**.**

Independent Samples *t*-Test: English Medium vs. Gujarati Medium (N = 100)

Sub-Scale Dimension	English Medium Mean (μ1)	Gujarati Medium Mean (μ2)	t-value	df	p-value (2-tailed)	Significance (p<0.05)
Conceptual Retention	4.42	4.34	0.812	98	0.419	Not Significant
Classroom Engagement	4.5	4.46	0.428	98	0.67	Not Significant
Language Feasibility	4.58	4.62	-0.485	98	0.629	Not Significant
IKS & Economic App.	4.2	4.22	-0.164	98	0.87	Not Significant
Overall Perception	**4.425**	**4.410**	**0.187**	**98**	**0.852**	**Not Significant**

Interpretation

The statistical analysis reveals no significant difference between English Medium and Gujarati Medium students across any dimension ($p > 0.05$ for all sub-scales). The overall composite mean score for English medium students ($\mu = 4.425$) is nearly identical to that of Gujarati medium students ($\mu = 4.410$). This is a key empirical result: localized micro-cases effectively remove the linguistic disadvantage historically experienced by regional-medium students when facing traditional, lengthy English case studies.

4.4 Cohort-Wise Comparative Analysis (Addressing RO_3)

To examine how academic progression impacts the reception of micro-cases, an Independent Samples *t*-test was performed comparing First Year (FY B.Com, n = 50) and Second Year (SY B.Com,n = 50) students.

Independent Samples *t*-Test: First Year (FY) vs. Second Year (SY) B.Com (N = 100)

Sub-Scale Dimension	FY B.Com Mean (μ1)	SY B.Com Mean (μ2)	t-value	df	p-value (2-tailed)	Significance (p<0.05)
Conceptual Retention	4.32	4.44	-1.184	98	0.239	Not Significant
Classroom Engagement	4.58	4.38	2.115	98	0.037	**Statistically Significant**
Language Feasibility	4.64	4.56	0.982	98	0.328	Not Significant
IKS & Economic App.	4.1	4.32	-2.014	98	0.046	**Statistically Significant**
Overall Perception	**4.41**	**4.425**	**-0.168**	**98**	**0.867**	**Not Significant**

Interpretation

While overall satisfaction remains high across both years, two dimensions showed statistically significant differences ($p < 0.05$):

1. **Classroom Engagement (FY > SY)**: First-Year students recorded significantly higher engagement scores (μ FY = 4.58 vs. μ SY = 4.38, p = 0.037). Qualitative feedback indicates that FY students, newly transitioned from high school, responded enthusiastically to peer group work as an alternative to lecture fatigue.
2. **IKS & Economic Application (SY > FY)**: Second-Year students scored significantly higher on applying micro-cases to theoretical and IKS frameworks(μ SY = 4.32 vs. μ FY = 4.10, p = 0.046). Having already completed introductory coursework, SY students possessed greater domain knowledge to map ancient Indian trade concepts onto macroeconomic models.

4.5 Applicability to Economics and IKS (Addressing RO_4)

The integration of Indian Knowledge Systems (IKS) with modern Economics through the Caselatte framework was evaluated using descriptive sub-scale metrics and thematic analysis of open-ended student responses.

Key Qualitative Themes from Student Feedback

1. **Demystifying IKS Concepts:** Students noted that traditional lectures presented IKS as static histori-

cal history. Applying Kautilya's market regulation principles to local Anand market scenarios helped 82% of respondents recognize IKS as a practical economic framework.

2. **Immediate Classroom Application**: The 15-minute plenary debrief phase (Phase 3) was cited as essential. Students emphasized that having the instructor map their group discussion points directly onto supply-and-demand graphs on the board consolidated their learning.

5. Discussion and Conclusion

5.1 Discussion of Findings

The empirical findings of this study provide strong quantitative and qualitative support for the integration of the **'Caselatte' micro-case method** into undergraduate commerce education. The results directly address the four research objectives established in this study:

1. **Overall Effectiveness and Engagement (RO_1):** The overall mean preference score (μ = 4.41/5.0) and high classroom participation rating (μ = 4.52/5.0) confirm that active-learning frameworks significantly reduce lecture fatigue. Unlike traditional 15-to-20-page Harvard-style cases that create cognitive overload for undergraduate beginners (Bowe et al., 2009), 1-to-2 page micro-cases provide a manageable analytical exercise that fits comfortably within a standard 45-minute lecture slot.
2. **Cross-Medium Parity (RO_2):** The statistical finding of no significant difference ($p = 0.852$) between English Medium (μ = 4.425) and Gujarati Medium (μ = 4.410) students highlights the cross-linguistic utility of localized micro-cases. By anchoring case scenarios in familiar regional contexts (e.g., local MSMEs, agricultural markets, and cooperative trade in Anand), the method removes the vocabulary barriers highlighted by Batra (2022), allowing bilingual cohorts to participate equally in analytical discussions.
3. **Academic Progression and Analytical Maturity (RO_3):** The significant difference in engagement scores favoring First-Year students (μ_{FY} = 4.58 vs. μ_{SY} = 4.38, $p = 0.037$) demonstrates that introductory cohorts benefit immensely from structured peer interaction during their transition from secondary school. Conversely, Second-Year students demonstrated higher conceptual application scores (μ_{SY} = 4.32 vs. μ_{FY} = 4.10, $p = 0.046$), reflecting greater domain maturity when connecting case scenarios to broader theoretical models.
4. **Integration of Indian Knowledge Systems (RO_4):** The positive response to IKS-based micro-cases (μ = 4.21/5.0) addresses a key pedagogical gap identified by Mamgain (2025). Rather than presenting ancient Indian economic principles as passive historical facts, the Caselatte framework allows students to evaluate Kautilyan trade ethics and traditional resource management through modern economic lenses, directly fulfilling the experiential learning vision of NEP 2020.

5.2 Conclusion

The evaluation of the 'Caselatte' method at Shri V Z Patel Commerce College, Anand, demonstrates that micro-cases offer a scalable, accessible, and highly effective active-learning alternative to traditional expository lecturing. By reducing case length to 1–2 pages, localizing scenarios to regional economic realities, and structuring classes into four precise phases (Reading, Group Discussion, Plenary Debrief, and Reflective Summary), the method bridges the gap between abstract textbook theory and practical real-world understanding. The high level of acceptance across both English and Gujarati medium streams validates the framework as an inclusive pedagogical tool for higher education institutions in regional academic hubs.

6. Practical Recommendations & Institutional Implications

Based on the empirical insights gained from this study, the following practical recommendations are proposed for faculty members and academic administrators:

1. **Adopt the Four-Phase Classroom Structure:** Instructors should strictly manage time allocations during 45-minute lecture slots:

- **Phase 1 (5–7 min):** Silent Micro-Case Reading
- **Phase 2 (15 min):** Small Group Discussion (4–5 students per group)
- **Phase 3 (15 min):** Instructor-Led Plenary Debrief & Theory Mapping
- **Phase 4 (5 min):** Individual Reflective Summary Write-up

2. **Develop Localized, Bilingual Case Repositories:** Institutions should build institutional case banks featuring micro-cases translated into both English and the regional language (Gujarati). Case scenarios should draw directly from local agricultural markets (*mandis*), cooperative dairy supply chains, regional MSMEs, and traditional trade ethics.
3. **Facilitate Theory-Mapping Debriefs:** Instructors must actively facilitate Phase 3, ensuring that student group observations are explicitly mapped onto formal economic graphs, equations, and IKS ethical principles on the classroom board.
4. **Faculty Orientation Programs:** Academic staff should receive training under Faculty Induction Programmes (FIP) and Refresher Courses to transition smoothly from traditional lecturing to case facilitation.

7. Limitations and Scope for Further Research

7.1 Limitations of the Study

- **Sample Scope:** The study was conducted within a single commerce institution (Shri V Z Patel Commerce College, Anand) with a sample size of N = 100, which may limit the direct generalizability of findings to other academic disciplines or geographic regions.
- **Self-Reported Measures:** The evaluation relied on student self-reported perceptions via structured Likert scales and qualitative feedback rather than direct standardized pre- and post-test assessment scores.
- **Timeframe:** The intervention was evaluated over a single academic term, limiting observations regarding long-term knowledge retention.

7.2 Scope for Further Research

- **Longitudinal & Experimental Designs:** Future studies can adopt quasi-experimental research designs comparing control groups (lecture-only) and experimental groups (Caselatte method) using standardized exam scores to measure direct learning gains.
- **Cross-Institutional Validation:** Expanding the sample to include multi-college cohorts across different universities in Gujarat would validate cross-institutional applicability.
- **Digital Integration:** Investigating the delivery of micro-cases through learning management systems (LMS) and mobile-assisted learning platforms presents a promising avenue for digital commerce education.

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