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## **CRITERIA- 5 STUDENT SUPPORT AND PROGRESSION**

**5.1.2 Capacity building and skills enhancement initiatives taken by the institution include the following:**

- 1. SOFT SKILL**
- 2. LIFE SKILLS (YOGA, PHYSICAL FITNESS, HEALTH AND HYGIENE)**
- 3. ICT/COMPUTING SKILLS**



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**ICT/COMPUTING SKILLS**





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Name & Department of the Teacher	Student Centric Method Used	Supporting Evidence
Prof. Md. Quadir Hussain Information Technology, Computer Science	<ul style="list-style-type: none"> <li>• YouTube Videos</li> <li>• Group Discussion</li> <li>• PPT &amp; PDF Presentations</li> <li>• Practical Demonstration using Software</li> <li>• Chalk and duster method</li> </ul>	Report with Photographs
Prof. Tejashri Laxman Tupare Information Technology, Computer Science	<ul style="list-style-type: none"> <li>• PPT Presentations</li> <li>• Oral Communication</li> <li>• Problem-Solving Methods</li> <li>• Practical Demonstration using Software</li> <li>• Chalk and duster method</li> </ul>	Report with Photographs
Prof. Abhijeet Pawar Mathematics and Statistics	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Chalk and duster method</li> <li>• Quiz</li> <li>• Google Classroom Notes</li> </ul>	Report with Photographs
Prof. Kanti Yadav Commerce	<ul style="list-style-type: none"> <li>• Problem-Solving Methods</li> <li>• Case Studies</li> <li>• Group Discussion</li> <li>• Practical Demonstration using Newspaper Article</li> <li>• Quiz</li> </ul>	Report with Photographs
Prof. Nidhi Kothari Management	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Chalk and duster method</li> <li>• Quiz</li> <li>• Case Studies</li> <li>• Problem-Solving Methods</li> </ul>	Report with Photographs
Prof. Deepti Menon Commerce	ICT Tools Use of Textbook and Different Authors Group Discussion <ul style="list-style-type: none"> <li>• Chalk and duster method</li> </ul>	Report with Photographs



*[Handwritten Signature]*

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## Student Centric Teaching & Learning Methodologies

Name & Department of the Teacher	Student Centric Method Used	Supporting Evidence
Prof. Vidula Kulkarni Information Technology	<ul style="list-style-type: none"><li>• PPT Presentations</li><li>• Chalk and duster method</li><li>• Group Discussion</li><li>• Case Studies</li><li>• Problem-Solving Methods</li><li>• Practical Demonstration using Software</li></ul>	Report with Photographs
Prof. Sushil Shantaram Jadhav Commerce	<ul style="list-style-type: none"><li>• Doubts-Solving Sessions</li><li>• Interactive Teaching/ Lessons:</li><li>• Story Telling Method</li><li>• Group Discussion:</li><li>• PPT Presentations</li><li>• YouTube Videos</li></ul>	Report with Photographs
Prof. Sarah Samuel Commerce	<ul style="list-style-type: none"><li>• Revision and Test Session</li><li>• Problem-Solving Methods</li><li>• Group Discussion:</li><li>• Case Studies</li></ul>	Report with Photographs
Prof Ali Ahmad Information Technology	<ul style="list-style-type: none"><li>• PPT Presentations</li><li>• Problem-Solving Methods</li><li>• Practical Demonstration using Software</li><li>• Quiz</li></ul>	Report with Photographs
Prof. Zaibunnisa Hafiz Commerce	<ul style="list-style-type: none"><li>• Group Discussion</li><li>• Case Studies</li><li>• Problem-Solving Methods</li><li>• Simple to Complex Method</li><li>• ICT Tools, PPT</li><li>• Chalk and duster method</li></ul>	Report with Photographs



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## Report on Student Centric Teaching Methods used for the academic year 2018-2023

**Name of the Faculty:** Prof. Vidula Kulkarni

**Course Taught:** B.Sc.IT

**Subject Taught:** Internet of Things, Security in Computing, Digital Logic and Applications, Digital Electronics, Embedded System

### Methods & Tools:

- **Group Discussion:** Several topics of Internet of Things, especially Prototyping Embedded Devices, Prototyping the Physical Design, Prototyping Online Components etc. were thrown open for discussions in the class. Group of three students each were formed, and every group was given five minutes time to express their views on such topics.
- **Chalk and duster method** was used for explaining the theory as almost all topics are theory and pointers, diagrams and tables, process, are explained on board.
- **Quiz:** To test the basic knowledge of students in the subject and know their aptitude in answering objective types questions, several quiz competitions were organized.
- **Case Studies:** With the help of case studies and suitable examples, students were provided with in-depth knowledge of various aspects of markets.
- **Problem-Solving Methods:** While solving the practical problem it is very important that they not only understand the current problem but also the method of how to solve similar other programs and more and more practice will make them perfect
- **Practical Demonstration using Software:** The students were given Practical demonstration for the topic being taught for better learning and instant doubt clarification. This helped them in grasping the concept better.

**Using PPT, Google Classroom and Google Meet:**

**Google Classroom Link:**

1) **Subject: Digital Electronics**

<https://classroom.google.com/c/NjE3ODE2ODM2MjI1?cjc=q6ln6bl>

2) **Subject: Internet of Things**

<https://classroom.google.com/c/NjE0NDU3OTUwNDc5?cjc=vwluxut>

**PPTs Link:**

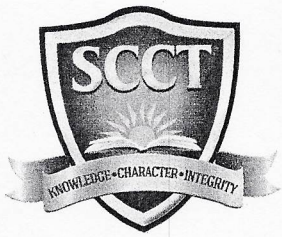
1) <https://classroom.google.com/c/NjE0NDU3OTUwNDc5/m/NjE0NDU5MDAwOTky/details>

2) <https://classroom.google.com/c/NTc2ODEwMTY2ODgx/m/NTc2ODEwMTY2OTI0/details>



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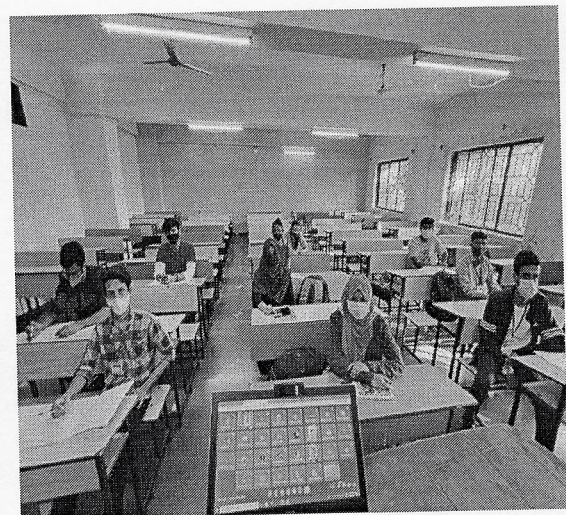
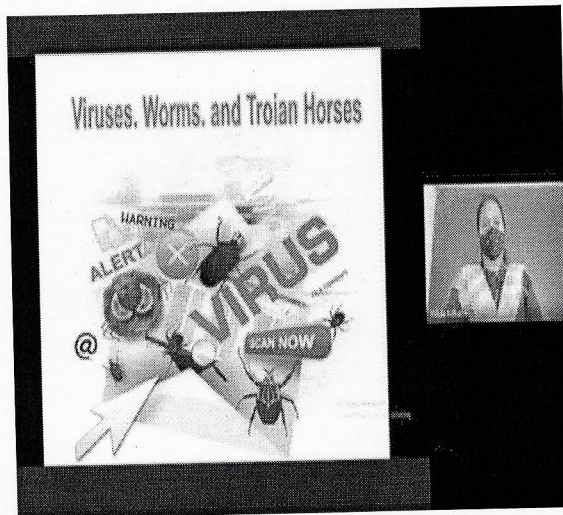
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### Outcome:

All the methods used were focused on giving the highest degree of concept clarity to the students with their participation and involvement. Group discussions encouraged them to voice their thoughts about current economic issues confidently. The Student Centric Teaching Methodology helped students to gain self-confidence, do more practice and solve any program on the given example.

### Photos:



(Online Teaching using google meet)



  
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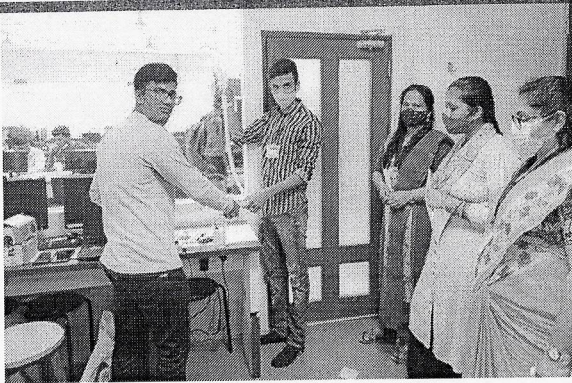


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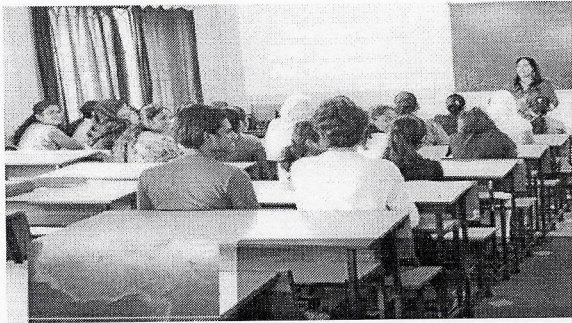
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(IOT based project guidance)



(Classroom teaching using projector)



(Classroom teaching using blackboard)

  
Prof. Vidula Kulkarni



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## Report on Student Centric Teaching Methods used for the academic year 2018-2023

**Name of the Faculty:** Sushil Shantaram Jadhav

**Course Taught:** B.Com, BBI, BAF, BMS

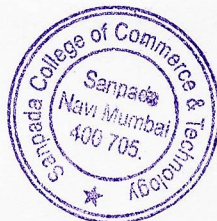
**Subject Taught:** Direct and Indirect Taxes, Advertising, Business Law

### Methods & Tools:

- **Doubts-Solving Sessions:** Doubt Solving Sessions were conducted to encourage the students to study and revise the topic again which was already taught in the lecture and come up with the doubts or problems which they faced while studying the topic again.
- **Interactive Teaching/ Lessons:** This method was used in order to get the students involved in the learning process. During the lecture I encourage student-student interaction, Student-Teacher Interaction. It helps students to think on their own, using their brain which results in long term memory retention. It helped them to improve their knowledge, interest in the given topic, team spirit and freedom of expression.
- **Story Telling Method:** Storytelling method is the best method of effective teaching. It was used in the classroom to help the students to understand and grasp the knowledge easily and effortlessly. It resulted in constructive and creative comprehension of the given matter, high motivation, active participation, boost of creativity, cooperation among students, deepening the understanding of a subject and increase in attention span.
- **Group Discussion:** Several topics of Direct Taxes In India, Indirect Taxes in India, Marketing Management, Advertising, etc. were given for open discussions in the classroom. Group of four students each were formed, and every group was given 5 minutes' time to express their views on such topics. It helped a lot to develop teamwork, leadership qualities and decision making skills.
- **Chalk and Duster Method** was used for problem solving on topics of process scheduling algorithms, disk scheduling algorithms etc.
- **Quiz:** To test the basic knowledge of students in the subject and know their aptitude in answering objective types questions.
- **Case Studies:** With the help of case studies and suitable examples, students were provided with in-depth knowledge of various aspects of Direct and Indirect Taxes, Advertising and Law.

**YouTube Channel Link: —**

<https://youtu.be/BIJW3ecNprk?si=gWXKBmWzZaK-sKL0>



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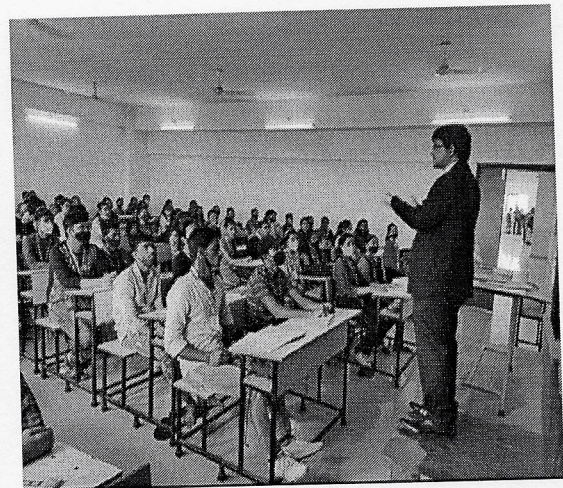
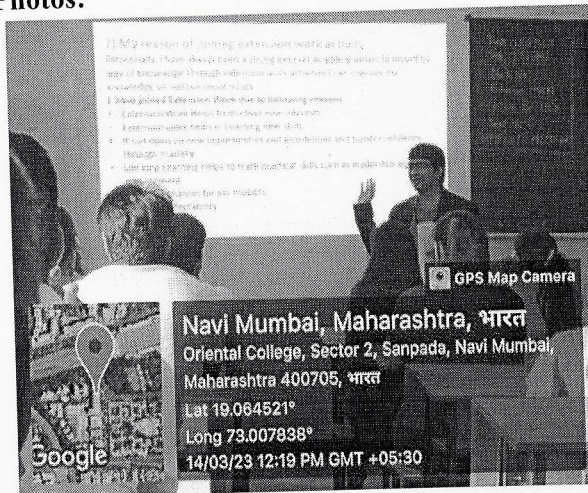
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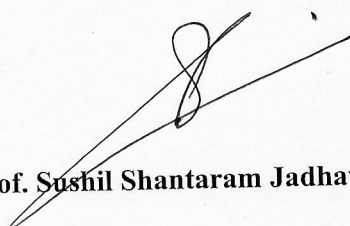
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### Outcome:

All the methods used were focused on giving the highest degree of concept clarity to the students with their participation and involvement. Group discussions encouraged them to voice their thoughts about current economic issues confidently. The Student Centric Teaching Methodology helped students to gain self-confidence, do more practice and solve any program on the given example.

### Photos:



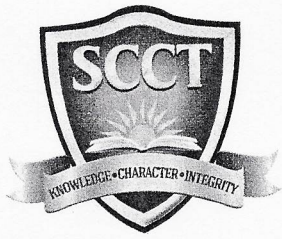
  
Prof. Sushil Shantaram Jadhav

Principal



  
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## Report on Student Centric Teaching Methods used for the academic year 2018-2023

**Name of the Faculty:** Sarah Samuel

**Course Taught:** BBI, BMS, BCOM

**Subject Taught:** Human Resource Management, Recruitment & Selection, Commerce V

### Methods & Tools:

**Group Discussion:** Several topics of management, business related topics, and marketing etc. were thrown open for discussions in the class. Group of four to five students each were formed, and every group was given ten minutes time to share their views on such topics. Students are more interested in the classroom when they participate in group discussions. Group discussion is a powerful tool for learning and assessment.

**Chalk and duster method** was used for explaining the theory as almost all topics are theory and pointers, diagrams and tables, process, are explained on board.

**Case Studies:** With the help of case studies and suitable examples, students were provided with in-depth knowledge of various aspects of the business world.

**Revision and Test Session:** To test the basic knowledge of students in the subject and know their pattern in answering both theory and objective types questions, several tests related to the subject were conducted.

**Problem-Solving Methods** with the help of examples related to today's era. The main purpose of emphasizing presentation skills in higher education is to help develop professionalism in the learning environment. Interactive and student centric sessions in the classroom creating an environment of interest in students to learn and to improve the confidence in students. They can enhance their communication skills thus improving their ability to present information in a professional manner. Examples make students remember the topics taught during the lecture.



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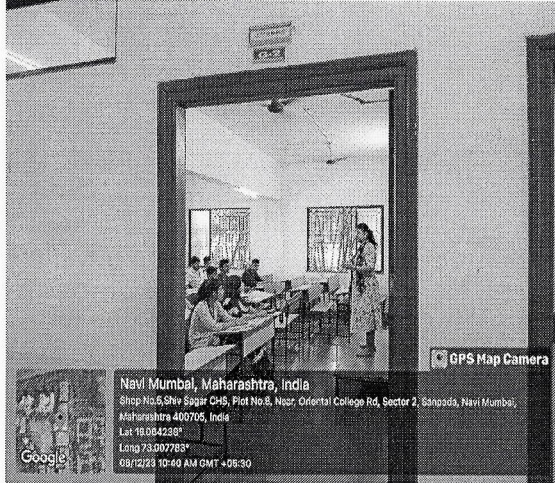
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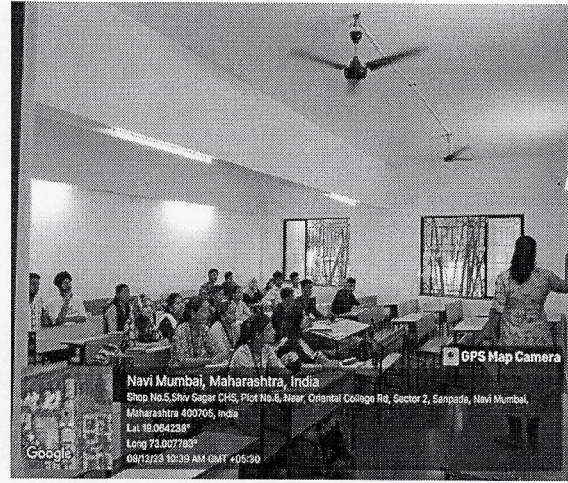
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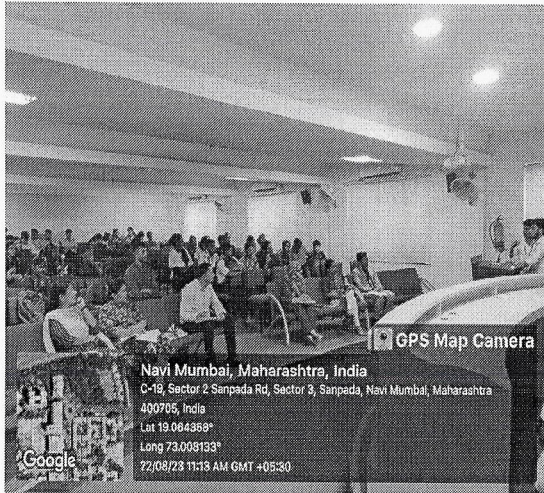
## Photos:



Classroom Teaching using blackboard technique



Presentation by students



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*[Signature]*  
Principal

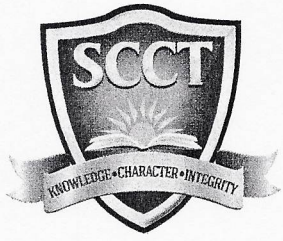
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**Outcome:**

All the methods used were focused on giving the highest degree of concept clarity to the students with their participation and involvement. impact on the outcomes of education, affecting both the learning experience and the academic and personal development of students. Group discussions encouraged them to voice their thoughts about current economic issues confidently. The Student Centric Teaching Methodology helped students to gain self-confidence, do more practice and solve any program on the given example.



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## Report on Student Centric Teaching Methods used for the academic year 2018-2023

**Name of the Faculty:** Prof Ali Ahmad

**Course Taught:** B.Sc(IT)

**Subject Taught:** Advanced Web Programming

**Methods & Tools:**

- **Projector:** Using projector for explaining programs and theory for better understanding to students.
- **Chalk and duster method** was used for explaining the theoretical part of many topics.
- **Quiz:** To test the basic knowledge of students in the subject and know their aptitude in answering objective types questions, several quiz competitions were organized.
- **Problem-Solving Methods:** While solving the practical problem it is very important that they not only understand the current problem but also the method of how to solve similar other programs and more and more practice will make them perfect
- **Practical Demonstration using Software:** The students were given Practical demonstration for the topic being taught for better learning and instant doubt clarification. This helped them in grasping the concept better.

**Google Classroom Link:**

TYIT (Advanced Web Programming)-

<https://classroom.google.com/u/1/c/NjE0OTc1MTUzOTk4>

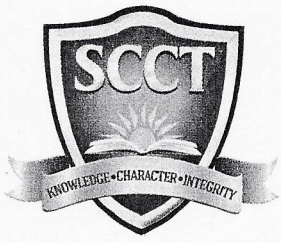
**Outcome:**

All the methods used were focussed on giving the highest degree of concept clarity to the students with their participation and involvement. The Student Centric Teaching Methodology helped students to gain self-confidence, do more practice and solve any program on the given example.



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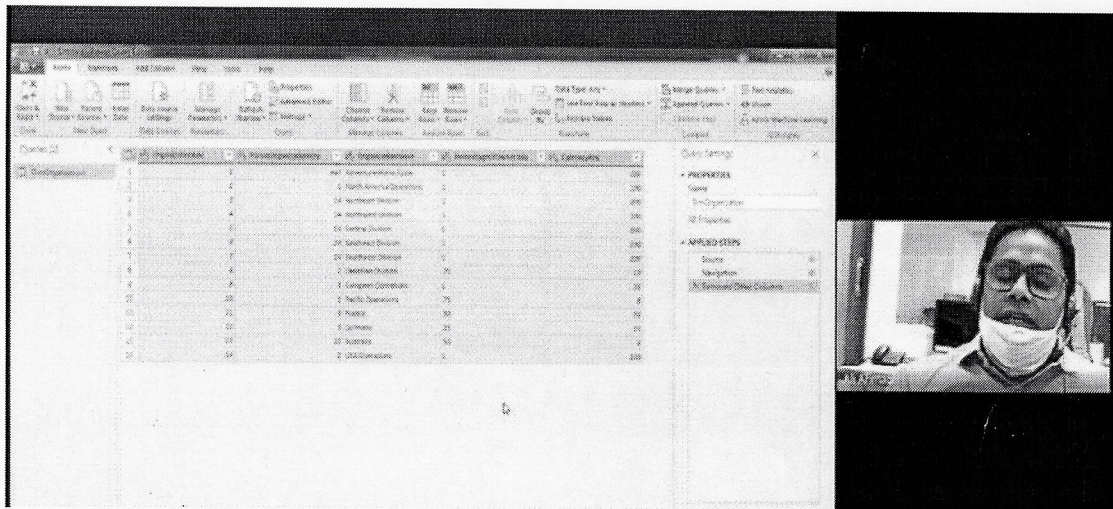
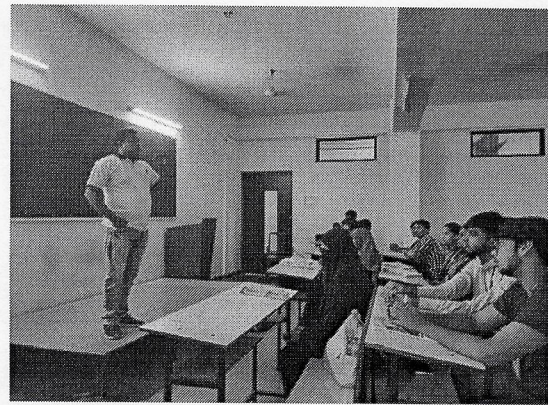
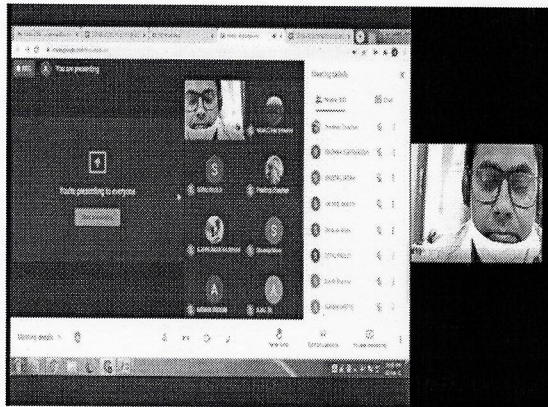
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Photo:



  
Prof Ali Ahmad

Principal



  
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## Report on Student Centric Teaching Methods used for the academic year 2018-2023

**Name of the Faculty:** Prof. Zaibunnisa Hafiz

**Course Taught:** BAF & BBI

**Subject Taught:** Financial Accounting, Financial Management, Auditing, Management Accounting

### Methods & Tools:

- **Group Discussion:** Various sums are given in group discussions in the class. Students are solving sums by discussion and teaching to each other.
- **Chalk and Duster Method-** Because the subject is totally based on practical problems. So, the problem is solved on black board and explained in detail to students.
- **Case Studies:** With the help of case studies and suitable examples, students were provided with in-depth knowledge of various aspects of the business world.
- **Problem-Solving Methods:** As subjects are accounts related, each and every problem is solved on board as well as students are also solving practical problems of different companies by analyzing audit reports of different companies.
- **Simple to Complex Method:** Students can understand the concept in detail and in an easy way for that I am taking first easy problems and step by step difficulty level will be increased.
- **ICT Tools, PPT:** PPT is presented while teaching. So that students can understand concepts properly and later on sent to students for better understanding and knowledge.



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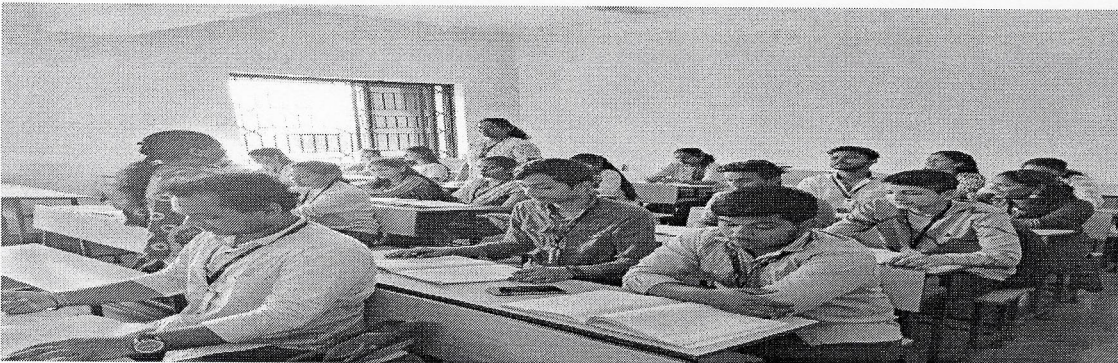
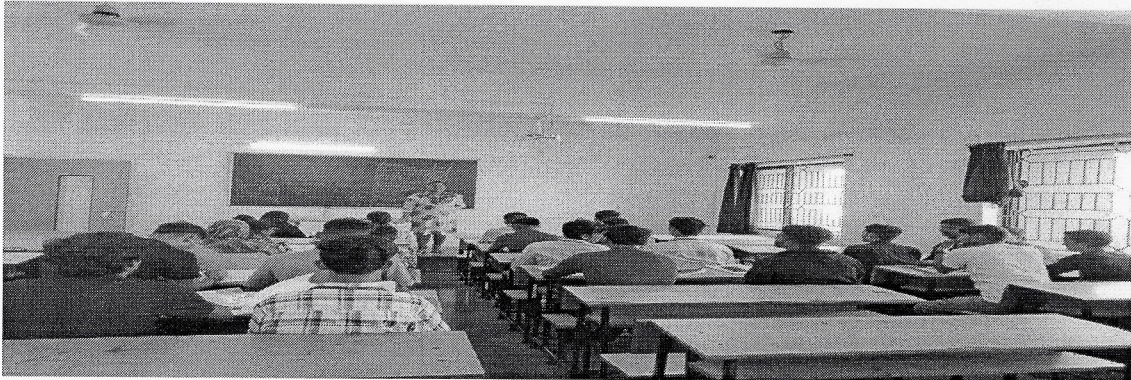
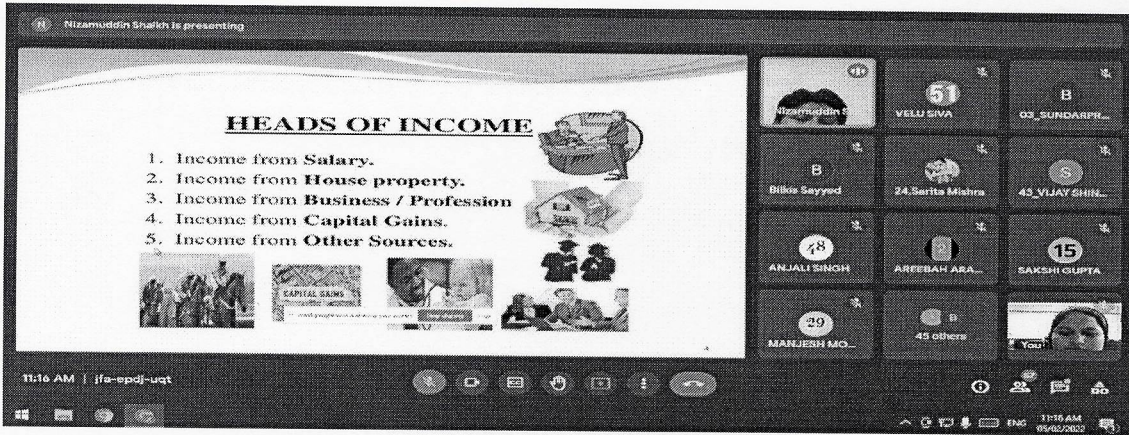
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## Photos:



*Zaibunnisa Hafiz*  
Prof. Zaibunnisa Hafiz

Principal



*[Signature]*  
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## Report on Student Centric Teaching Methods used for the academic year 2018-2023

**Name of the Faculty:** Md. Quadir Hussain

**Course Taught:** B.Sc.IT & CS

**Subject Taught:** Object Oriented Using C++, Introduction to Database, Web Technologies, .Net, Software Project Management, Software Quality Assurance, Project Dissertation & Implementation,

**Methods & Tools:**

- **Group Discussion:** Conducting a group discussion on the topic of "Work in a Team" can be a valuable exercise to explore the dynamics of teamwork, its importance, challenges, and strategies for effective collaboration.
- **Chalk and duster method** was used for the problem solving on topics of process Database (Codd Rules, Normalization, Attributes, Entities, Constraints), .NET (.Net Framework, ASP.NET Server Controls, State Management, Authentication & Authorization etc.), Object Oriented Using C++ (Class, Object, Constructor, Destructor, Access Specifier, Inheritance, Polymorphism, Exception Handling etc).
- **Practical Demonstration using Software:** The students were given Practical demonstration for the topic being taught for better learning and instant doubt clarification. This helped them in grasping the concept better.

**Some Links:**

1. **YouTube Video Link:** — [https://www.youtube.com/watch?v=H\\_V\\_K3D4Q3c](https://www.youtube.com/watch?v=H_V_K3D4Q3c)

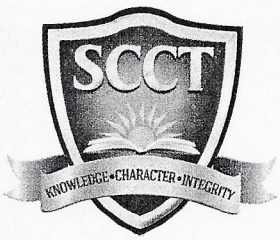
2. **Google Classroom Link PPT, PDF NOTES:**

Subject Name	Google Classroom Link
Web Technologies	<a href="https://classroom.google.com/c/NTIzMTEwNzkzMzk5?cjc=i6qsui2">https://classroom.google.com/c/NTIzMTEwNzkzMzk5?cjc=i6qsui2</a>
Software Project Management	<a href="https://classroom.google.com/c/NjE0ODExMTU1MTY4?cjc=vlpvs2t">https://classroom.google.com/c/NjE0ODExMTU1MTY4?cjc=vlpvs2t</a>
Object Oriented Using C++	<a href="https://classroom.google.com/c/NTc4MjMyNjQzODM3?cjc=26zaacv">https://classroom.google.com/c/NTc4MjMyNjQzODM3?cjc=26zaacv</a>



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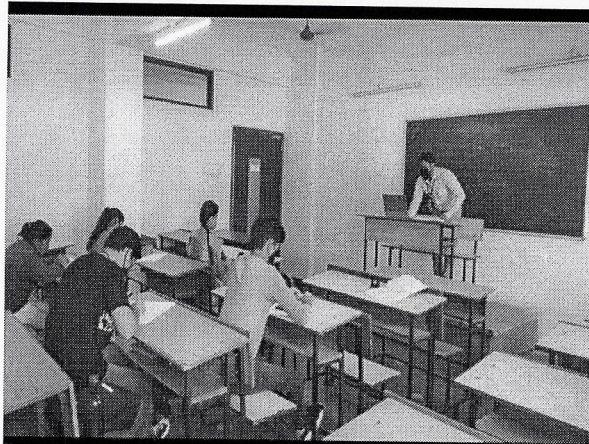
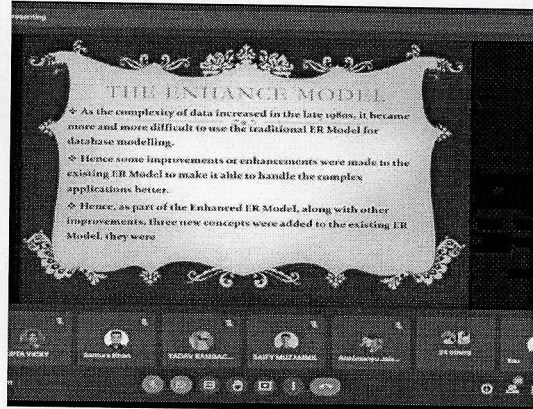
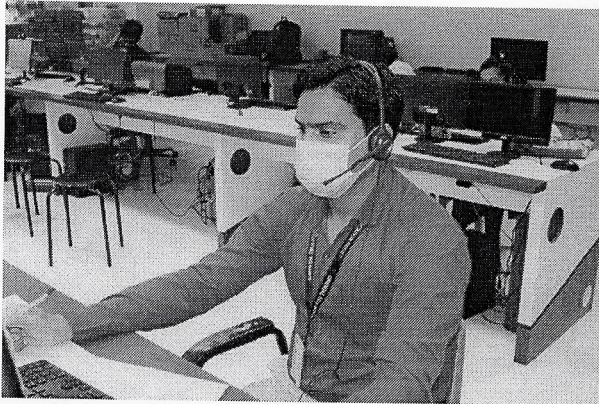
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Software	<a href="https://classroom.google.com/c/NTA4MDEwNDk2NzYz?cjc=bwwchcz">https://classroom.google.com/c/NTA4MDEwNDk2NzYz?cjc=bwwchcz</a>
Quality Assurance	
Project Dissertation	<a href="https://classroom.google.com/c/NTM3NTIzNTUyNTU0?cjc=xmyay3f">https://classroom.google.com/c/NTM3NTIzNTUyNTU0?cjc=xmyay3f</a>
.NET	<a href="https://classroom.google.com/c/NDM2NDY4Nzk5ODA5?cjc=b7pgbkn">https://classroom.google.com/c/NDM2NDY4Nzk5ODA5?cjc=b7pgbkn</a>

### Outcome:

All the methods used were focussed on giving the highest degree of concept clarity to the students with their participation and involvement. Impact on the outcomes of education, affecting both the learning experience and the academic and personal development of students. While student-centric teaching methods offer numerous advantages, their successful implementation requires a commitment to adapting the curriculum and teaching strategies.

### Photos:



  
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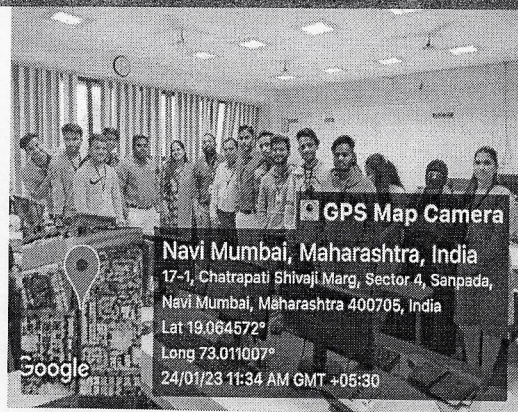


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**Prof. Md. Quadir Hussain**

**Principal**



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## Report on Student Centric Teaching Methods

**Name of the Faculty:** Tejashri Laxman Tupare

**Course Taught:** B.Sc.IT & CS

**Subject Taught:** Computer Networks, Computer Graphics & Animation

### Methods & Tools:

- **Group Discussion:** Group discussions used to assess student learning, as well as to encourage higher-level thinking. Students are more interested in the classroom when they participate in group discussions. Group discussion is a powerful tool for learning and assessment.
- **Chalk and duster method** was used to understand work of network layers and to solve the problems of graphics & to draw the structure.
- **Oral Communication:** To test the knowledge of students in the subject and know their IQ level answering questions, Oral communication makes way for instant feedback.
- **Problem-Solving Methods:** While solving the practical problem it is very important that they not only understand the current problem but also the method of how to solve similar other programs and more and more practice will make them perfect.
- **Practical Demonstration using Software:** The students were given Practical demonstration for the topic being taught for better learning and instant doubt clarification. This helped them in grasping the concept better.

### Some Links:

#### Google Classroom Link:

1. <https://meet.google.com/ara-ooqu-btu>
2. <https://meet.google.com/uiq-ggeo-shi>

### Outcome:

All the methods used were focussed on giving the highest degree of concept clarity to the students with their participation and involvement. Group discussions encouraged them to voice their thoughts about current economic issues confidently. The Student Centric Teaching Methodology helped students to gain self-confidence, do more practice and solve any program on the given example.



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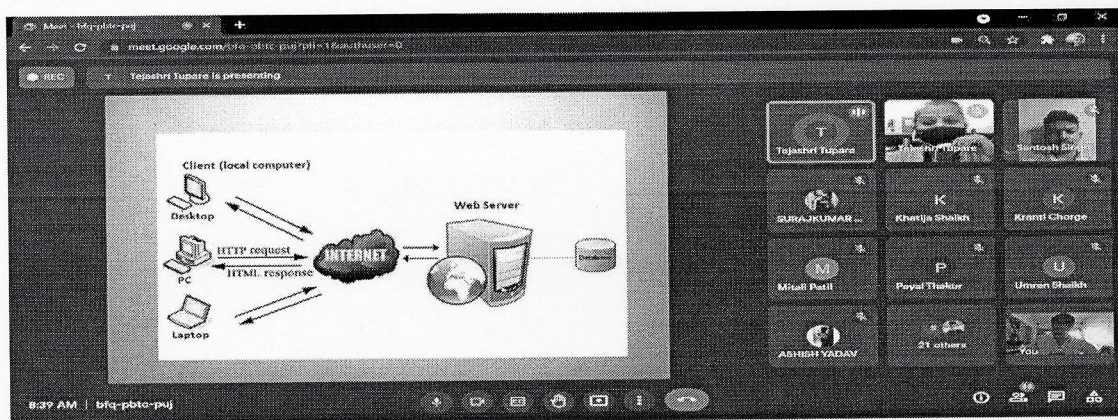
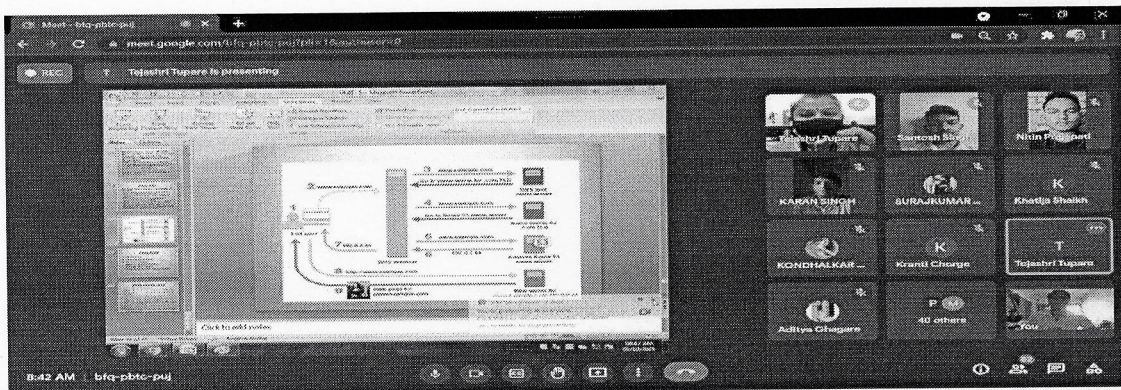
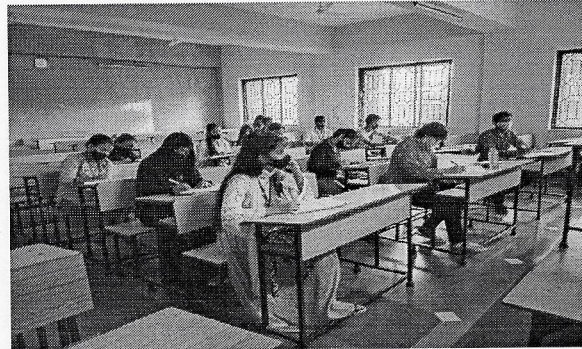
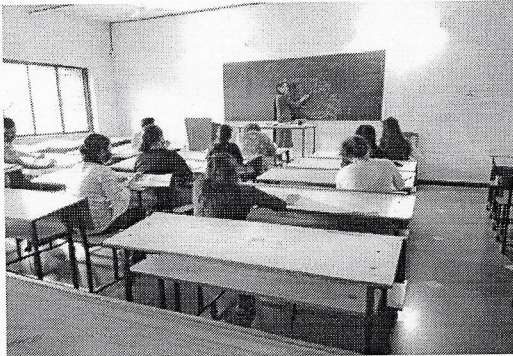
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## Photos:



Prof. Tejashri Laxman Tupare



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## Report on Student Centric Teaching Methods

**Name of the Faculty:** Abhijeet Pawar

**Course Taught:** BMS, BCOM

**Subject Taught:** Mathematics and statistics

**Methods & Tools:**

- **Group Discussion:** Several topics of Business statistics, specially collection of data, classification of data, Importance of time series along with business view.
- **Chalk and duster method** was used for the problem solving.
- **Quiz:** To test the basic knowledge of students in the subject and know their aptitude in answering objective type questions, several quiz competitions were organized.

**Google Classroom Link:**

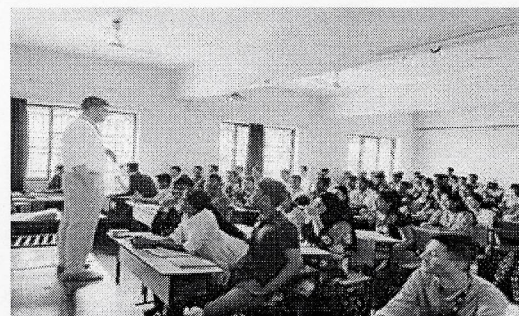
FYBMS - <https://classroom.google.com/c/NDQ2MDQ5OTA1MzMx?cjc=n57gyki>


FYBCOM - <https://classroom.google.com/c/NDQ2MDQ5OTA1MDY2?cjc=nvja62d>

**Outcome:**

All the methods used were focussed on giving the highest degree of concept clarity to the students with their participation and involvement. Group discussions encouraged them to voice their thoughts about current economic issues confidently. The Student Centric Teaching Methodology helped students to gain self-confidence, do more practice and solve any program on the given example.


**Photos:**



  
Prof. Abhijeet Pawar

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## Report on Student Centric Teaching Methods

**Name of the Faculty:** Kanti Yadav

**Course Taught:** BAF

**Subject Taught:** Business Communication-I

**Methods & Tools:**

- **Group Discussion:** Several topics of Business communication were thrown open for discussions in the class. Topic was given to the students on various topics and given time to the students to make some points, showing their views on that.
- **Chalk and Duster Method-** Because Chalk Talk is done in silence, it gives groups a change of pace, encourages thoughtful contemplation, and reduces the risk often felt in verbal conversations. Through this, students were focusing on how to make flow charts, tree diagrams, etc.
- **Group Discussion** - Several topics of types of communication and methods and modes of communication, specially their subtypes, how to write a formal letter, resume, Memo etc. were thrown open for discussions in the class. Row wise students have given their opinion on a given topic.
- **Quiz-** To know the basic knowledge of students in the subject and know their aptitude in answering objective types questions, several quiz competitions were organized.
- **Case Studies:** With the help of case studies and suitable examples, students were provided with in-depth knowledge of various aspects of the business world.
- **Problem-Solving Methods:** While solving the practical problem it is very important that they not only understand the current problem but also the method of how to solve similar other programs and more and more practice will make them perfect.
- **Practical Demonstration using Newspaper Article:** The students were given Practical demonstration for the topic being taught for better learning and instant doubt clarification. This helped them in grasping the concept better.

**Some Links:**

**Google link -** <https://www.civildaily.com/category/burning-issues/>



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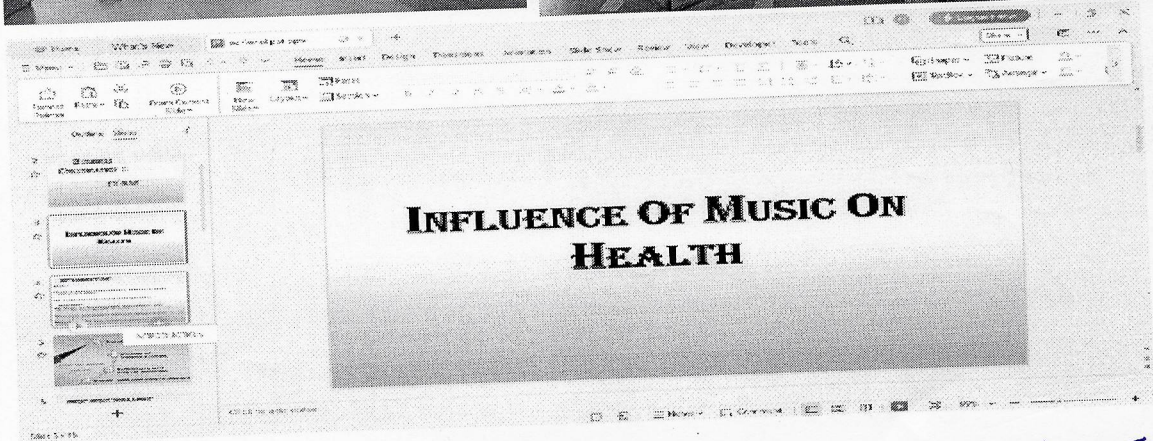
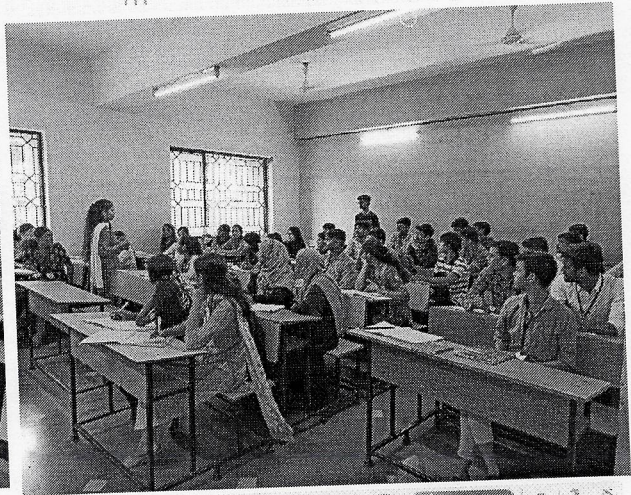
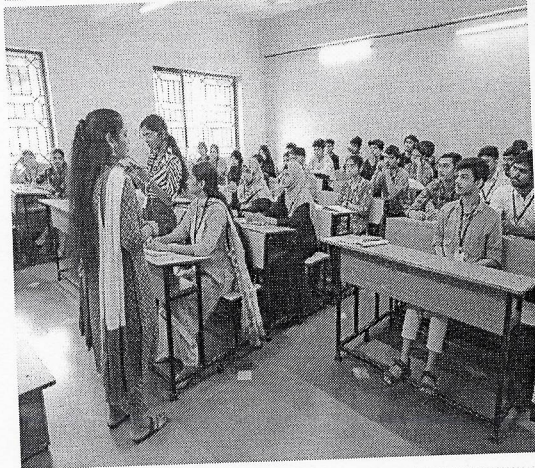
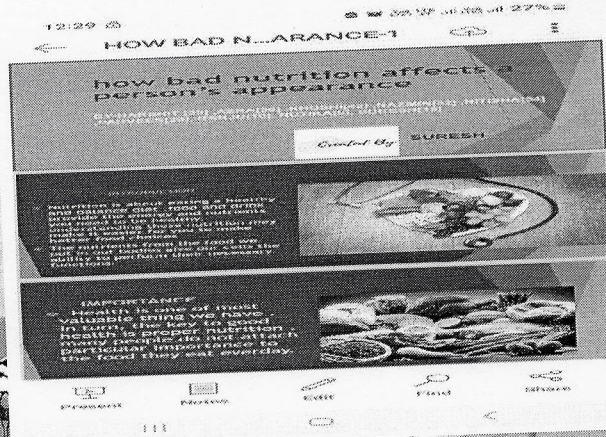
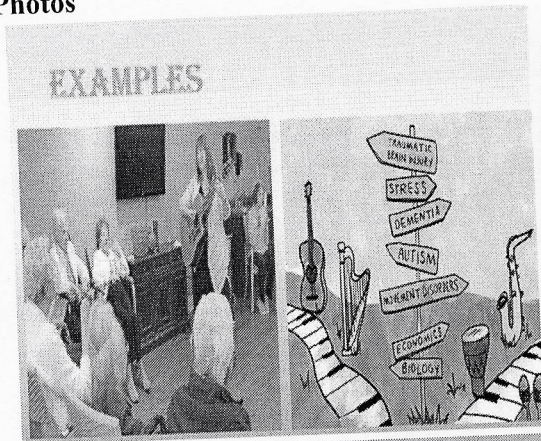


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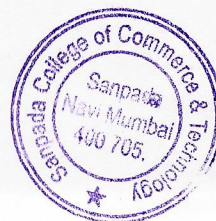
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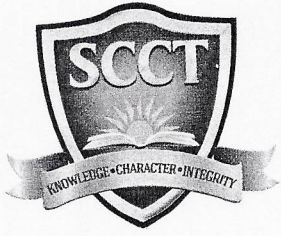


Asst. Prof. Kanti Madav  
*Kanti*



*Ans*  
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## Report on Student Centric Teaching Methods

**Name of the Faculty:** Nidhi Kothari

**Course Taught:** BMS

**Subject Taught:** Customer Relationship Management/ E-Commerce and Digital Marketing / Business Environment

**Methods & Tools:**

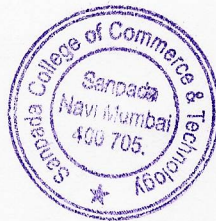
**Group Discussion:** Several topics of customer relationship management and digital marketing etc. were thrown open for discussions in the class. Group of four students each were formed, and every group was given ten minutes time to express their views on such topics.

**Chalk and duster method** was used for problem solving on topics of process, tables, graphs etc.

**Quiz:** To test the basic knowledge of students in the subject and know their aptitude in answering objective types questions, several quiz competitions were organized.

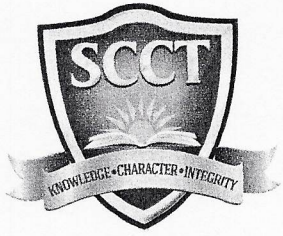
**Case Studies:** With the help of case studies and suitable examples, students were provided with in-depth knowledge of various aspects of markets.

**Problem-Solving Methods** with the help of PPT the main purpose of emphasizing presentation skills in higher education is to help develop professionalism in the learning environment. In this era of technological advancement, students can enhance their presentation skills using high-tech equipment, thus improving their ability to present information in a professional manner. Students find presenting in or outside the classroom during their studies very challenging. Many feel less confident when speaking in front of large groups. Presentations can be stressful and many students do not enjoy them and feel nervous when asked to present.



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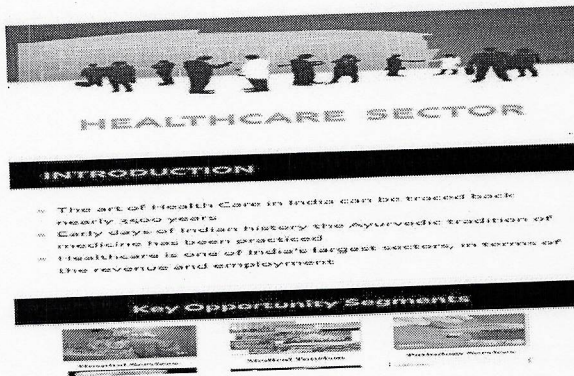


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**Photos:**



**Outcome:**

All the methods used were focused on giving the highest degree of concept clarity to the students with their participation and involvement. Group discussions encouraged them to voice their thoughts about current economic issues confidently. The Student Centric Teaching Methodology helped students to gain self-confidence, do more practice and solve any program on the given example.

**Prof. Nidhi Kothari**



**Principal**

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## Report on Student Centric Teaching Methods used for the academic year 2018-2023

**Name of the Faculty:** Prof. Deepti Menon

**Course Taught:** BBI, BAF, BMS

**Subject Taught:** Principles of Management, Principles and Practices of Banking and Insurance, Basics of Financial Services, Financial Institutions and Markets, Financial Management-I, Financial Management- II, Mutual Fund Management, Cost Accounting, Financial Services Management, Human Resources Management,

**Methods & Tools:**

**Problem Solving Methods:** Use of Blackboard, Chalk and Duster.

**ICT Tools:** Reference Books, Notes in PDF form, Youtube Videos, Previous Year Question Papers, Case Studies, Websites of various Companies. ( For Reference)

- **Group Discussion:** For Subjects Like Finance, and Contemporary Topics in Banking and Insurance, Group Discussions are held in the class to make the classroom session more interactive.
- **Chalk and duster method :** Use of BlackBoard along with coloured Chalks is found to be extremely useful for demonstrating and solving practical illustrations in accounting subjects like Financial Management, Cost Accounting etc. The Use of Coloured Chalks makes the teaching more attractive, makes answers more presentable and helps in triggering the student memory with the use of different colors.
- **Use of Textbook and Different Authors:** This is found to be useful especially for accounting subjects as students are asked to solve extra questions for practice from different authors which provides them with a variety of questions which is found to be useful to improve their speed and accuracy. Students of the Final year are also encouraged to solve previous years university papers ( as Part of Performance Improvement Programme) which improves their practice and presentation of answers.
- **Conducting of Class Tests:** Class Tests are conducted at regular intervals and provided with challenging questions for improving their practice and check their subject knowledge.



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**Using Reference Textbooks, Practice Questions in PDF Form and Youtube Videos.**

### Some Links:

- 1) YouTube Video Link: <https://youtu.be/rvuvy675qe0>
- 2) PDF NOTES :

**SUBJECT - FSM FINANCIAL SERVICES MANAGEMENT**  
**CLASS - TYBBI SEMESTER 5**  
**DATE - 16<sup>th</sup> AUGUST 2022**  
**PROF. DEEPTI MENON**

**UNIT II**  
**CHAPTER 3**  
**MUTUAL FUND**

Q1. Explain the following terms:

a) Mutual Fund

Ans. The term Mutual fund means getting mutual benefit i.e., the investors contribute to the pool and also benefit from the pool of funds. They are both contributors and beneficiaries. This type of investment channel is for small investors. Mutual Funds collect the savings from small investors, invest them in government and other corporate securities and earn income through interests and dividends besides capital gains. Hence, mutual fund is nothing but a form of collective investment.

### Outcome:

All the above Strategies have been successfully implemented and the final result observed is that the students were able to grasp the core knowledge of the subject easily through a fun and interactive manner. This also prompted them to understand the subject from a practical perspective and score excellent marks. Ultimately higher scores motivated the students and boosted their confidence.

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