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'Bunts Centre', Shashikala Manmohan Shetty Complex, Bunts Centre Marg, Plot No. 42, Sector-24, Off. Gaondevi Chowk, Juinagar (W), Near Bharat Petrol Pump, Navi Mumbai - 400 705. Phone : (022) 27703156 Email : bba.bche@gmail.com

Ref.:

Date :

2.3.1 Student Centric Teaching & Learning Methodologies

SR.NO	NAME OF THE FACULTY	TEACHING FOR FIELD	STUDENT CENTRIC METHOD USED FOR TEACHING	EVIDENCE
1	DR.SUDAMA BHANDARI	COMMERCE	<ul style="list-style-type: none">• Experiential Learning• Participative Learning• Problem Solving Method	Report & Attendance
2	MR.MANOJ GURAV	COMMERCE	<ul style="list-style-type: none">• Problem Solving Methods• Google Classroom• PPT presentations• YouTube Videos	Report & Attendance
3	MR.PARUI SANTU PRADYUT	MANAGEMENT	<ul style="list-style-type: none">• Participative learning and use of PPTs for theory topics• Solving numerical problems through participative learning	Report & Attendance
4	MS.MAYA RAJENDRA BODKE	MANAGEMENT	<ul style="list-style-type: none">• Debate, Group discussions in class• Oral presentation on various topics• Discussion of case studies, Assignments	Report & Attendance
5	DR.PRADHAN HADIBANDHU	ACCOUNTANCY	<ul style="list-style-type: none">• YouTube Videos• Participative learning• Problem Solving Method	Report & Attendance
6	MS. JYOTI BRIJENDRA YADAV	COMPUTER	<ul style="list-style-type: none">• Participative Learning• Problem Solving Methods• ICT• YouTube Videos• Computer Practical• Google Classroom for Projects & Assignments	Report & Attendance



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7	MR.ABHJEET RAJKUMAR PAWAR	MATHS & STATS.	<ul style="list-style-type: none">• Problem Solving Methods• PPT presentations• YouTube Videos• Classroom Notes	Report & Attendance
8	MR.PAWAN BANDHU RATHOD	ECONOMICS	<ul style="list-style-type: none">• Discussion Method• YouTube videos• Case Studies	Report & Attendance
9	MR.ANAND GOPINATH SHELAR	ACCOUNTANCY	<ul style="list-style-type: none">• Chalk and Duster• Classroom Notes• Online Lectures• YouTube Videos	Report & Attendance
10	MR.RAVINDRA SITARAM MASAYE	ACCOUNTANCY	<ul style="list-style-type: none">• Chalk and Duster• Classroom Notes• Online Lectures• YouTube Videos	Report & Attendance
11	MRS.SAVITA TUSHAR LOKE	MANAGEMENT	<ul style="list-style-type: none">• Flip Classroom• YouTube Videos• Discussion Method	Report & Attendance
12	MR.SHREDEEP SHARMA	LAW	<ul style="list-style-type: none">• PPT presentations• YouTube Videos• Case Studies	Report & Attendance



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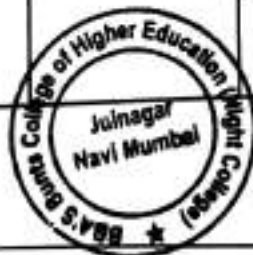
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13	MS.JYOTSNA WARE	COMMERCE	<ul style="list-style-type: none">• Discussion Method• YouTube videos• Case Studies	Report & Attendance
14	DR. GHODKE DATTATRAYA SOPAN	ECONOMICS	<ul style="list-style-type: none">• Discussion Method• PPT Presentations• Chalk & Duster	Report & Attendance
15	MS. YOGITA ASHOK PATIL	ACCOUNTANCY	<ul style="list-style-type: none">• Discussion Method• Problem Solving Method• YouTube videos	Report & Attendance
16	DR.JAGTAP RAVI ANANT	COMMERCE	<ul style="list-style-type: none">• Chalk and Duster• Classroom Notes• Online Lectures• YouTube Videos	Report & Attendance
17	MR.SHARMA ASHUTOSH RAMGOPAL	COMMERCE	<ul style="list-style-type: none">• Participatory Method• Problem Solving Method• Experiential Method• Experimental Learning	Report & Attendance
18	MS.DISHA SHARMA	LAW	<ul style="list-style-type: none">• PowerPoint presentations• Group Discussions• Case Studies	Report & Attendance



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Report on Student-Centric Method

Report on: Student Centric Method

Method Used : Experiential, Participative, Problem-Solving Approach.

Faculty Name & Department: Sudama Bhandari, Faculty of the Department of Commerce (Principal)

The student-centric method of teaching focuses on actively engaging students in the learning process, allowing them to take responsibility for their education. This approach places emphasis on experiential learning, participative methods, and problem-solving, allowing students to gain a deeper understanding of concepts and develop essential life skills. Sudama Bhandari, a faculty member in the Department of Commerce, has successfully implemented these techniques to enhance the learning experience of students. This report explores the teaching methods used by Sudama Bhandari and evaluates their impact on students.

1. Experiential Learning Approach

Experiential learning is a hands-on approach where students gain knowledge through practical experience. Sudama Bhandari employs this method by integrating real-world scenarios into the curriculum. Instead of relying solely on traditional lectures, students engage in activities such as:

- **Case Studies:** Sudama assigns case studies based on current market trends, company challenges, and economic developments. These case studies require students to analyze the situation, identify problems, and come up with practical solutions, mirroring real-life business environments.

2. Participative Learning Method

The participative approach is centered around active student involvement, ensuring they are not passive recipients of information. Sudama Bhandari incorporates various participative techniques in his teaching style, such as:



Sudama Bhandari
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- **Group Discussions:** Sudama organizes regular group discussions, where students collaborate and share their views on current economic issues, business ethics, and market trends. This fosters a deeper understanding of the subject matter and enhances critical thinking skills.
- **Interactive Classrooms:** Sudama creates an interactive environment by encouraging students to ask questions, debate on topics, and contribute ideas. This active participation helps students build confidence and become more engaged with the subject matter.
- **Collaborative Projects:** Assigning collaborative projects allows students to work in teams, pooling their knowledge and skills to complete assignments. This promotes teamwork, improves leadership skills, and teaches students how to manage tasks and deadlines effectively.

3. Problem-Solving Approach

Incorporating problem-solving into the learning process equips students with the critical thinking and analytical skills needed to address challenges in the business world. Sudama Bhandari uses the following methods to enhance problem-solving abilities among students:

- **Debates and Discussions:** Through debates and class discussions on complex business problems or current issues, students engage in critical thinking and develop a deeper understanding of different perspectives and potential solutions.
- **Case Competitions:** Sudama organizes internal case competitions where students form teams to solve specific business problems. These competitions encourage students to think strategically, evaluate risks, and come up with creative solutions.

Sudama Bhandari's implementation of a student-centric, experiential, participative, and problem-solving teaching approach has proven to be highly effective in engaging students and enhancing their learning outcomes. By focusing on real-world experiences, active participation, and collaborative problem-solving, Sudama has not only made the subject matter more interesting and relevant but also helped students develop skills necessary for their future careers in the business world. These methods represent a forward-thinking approach to teaching that prepares students for the challenges of tomorrow's workplace.



Sudama Bhandari

Principal
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Report on Student-Centric Method

Report on: Student Centric Method

Method Used : Google Classroom, PPT Presentations, Problem-Solving Approach, YouTube Videos.

Faculty Name & Department: Manoj Gurav, Faculty of the Department of Commerce.

Student-centric teaching methods focus on engaging students actively in the learning process, empowering them to take control of their education. These methods include the use of technology, participative activities, and a focus on problem-solving to enhance learning outcomes. Manoj Gurav, a faculty member of the Department of Commerce, has adopted a combination of digital tools and innovative teaching techniques to create an interactive, engaging, and dynamic learning environment. This report explores the student-centric methods employed by Manoj Gurav, including the use of Google Classroom, PowerPoint (PPT) presentations, problem-solving approaches, and YouTube videos.

1. Google Classroom

Google Classroom is an online learning management system that streamlines communication and collaboration between students and faculty. Manoj Gurav utilizes Google Classroom as a central hub for his courses, enhancing accessibility and student engagement in the following ways:

- **Assignment Distribution and Submission:** Google Classroom allows Gurav to assign tasks and assignments efficiently, ensuring students have clear guidelines. Students can submit their assignments digitally, and they receive timely feedback, enabling them to track their progress.
- **Resource Sharing:** Various study materials, including lecture notes, readings, and supplementary resources, are uploaded to Google Classroom. This ensures that students can access materials anytime, fostering an independent learning culture.



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- **Real-Time Communication:** The platform facilitates real-time communication through announcements and direct messaging, allowing students to clarify doubts, ask questions, and engage in discussions outside of class hours.
- **Collaborative Learning:** Gurav encourages collaborative learning by using the Google Classroom's group assignment feature, where students work together on projects, research, and case studies, improving teamwork and problem-solving skills.

2. PPT Presentations

PPT presentations are an integral part of the teaching approach used by Manoj Gurav to convey complex concepts in a clear and engaging manner. The use of PowerPoint presentations serves several purposes in enhancing the student experience:

- **Visual Learning:** PPTs combine text, visuals, and diagrams to create a more visually appealing and interactive learning experience. The use of graphs, charts, and infographics helps students understand abstract concepts more easily.
- **Structured Learning:** Each presentation is structured in a way that breaks down complex topics into smaller, manageable segments. This method enhances students' comprehension by providing them with an organized flow of information.
- **Interactive Sessions:** Gurav uses PPTs to organize class discussions, interactive polls, and quizzes. These interactive elements promote active participation and allow students to engage with the material on a deeper level.
- **Supplementary Information:** PPT presentations are used to introduce supplementary resources and case studies, sparking further discussion and critical thinking on the subject matter.

3. Problem-Solving Approach

The problem-solving approach is at the core of Manoj Gurav's teaching strategy. This method fosters critical thinking, enhances decision-making skills, and encourages students to apply theoretical knowledge in practical situations. The problem-solving approach is employed in the following ways:

- **Case Studies:** Gurav assigns case studies based on real-world business scenarios that require students to analyze problems, propose solutions, and evaluate outcomes. This helps them develop a deeper understanding of business concepts and their practical implications.



Manoj Gurav

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4. YouTube Videos

YouTube videos are an excellent tool for visualizing concepts and making learning more interactive. Manoj Gurav integrates educational YouTube videos into his teaching strategy to enhance student learning and understanding:

- **Supplementary Learning Resources:** Gurav uses YouTube to share instructional videos that break down complex theories and topics. These videos provide alternative explanations and often present examples that may not be covered in the textbooks.
- **Real-World Applications:** By incorporating videos that showcase real-world applications of theoretical concepts, Gurav helps students understand the relevance of what they are learning. For example, videos demonstrating financial calculations, market trends, or business operations allow students to connect theory with practice.

Manoj Gurav's student-centric teaching methods, including the use of Google Classroom, PPT presentations, problem-solving approaches, and YouTube videos, have proven to be highly effective in enhancing the learning experience for students in the Department of Commerce. These methods foster engagement, critical thinking, and practical skills development, making students better prepared for future career challenges. By integrating technology with interactive learning strategies, Gurav has created a dynamic and enriching environment that supports student growth and success.



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Report on Student-Centric Method

Report on: Student Centric Method

Method Used : Participative Learning, Use of PPT's , Solving Numerical Problems

Faculty Name & Department: Santu Parui, Faculty of the Department of Management.

Student-centric teaching methods prioritize the active engagement of students in their learning process, shifting the focus from traditional teaching to more interactive and participatory techniques. These methods aim to foster critical thinking, problem-solving, and independent learning. Santu Parui, a faculty member in the Department of Management, has adopted a variety of student-centric strategies, including participative learning, the use of PowerPoint presentations (PPTs), and solving numerical problems. These methods contribute to creating a dynamic and engaging classroom environment, where students play a central role in their learning journey. This report outlines these teaching methods and evaluates their impact on student learning.

1. Participative Learning

Participative learning encourages students to actively engage with the subject matter, collaborate with peers, and take ownership of their learning. Santu Parui incorporates several participative learning techniques into her teaching approach, ensuring that students are involved in the learning process at multiple levels:

- **Group Discussions:** Santu Parui organizes regular group discussions on various management topics, such as leadership, organizational behavior, marketing strategies, and ethics. These discussions allow students to share their perspectives, challenge ideas, and deepen their understanding of the concepts being taught. Group discussions also enhance students' communication and interpersonal skills.
- **Debates and Role-Playing:** In addition to group discussions, role-playing exercises and debates are frequently used in the classroom. Students are assigned specific roles or positions on management-related issues, and they must defend their stance using critical




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thinking and analytical skills. This promotes active participation and helps students better understand different perspectives and viewpoints.

- **Case Studies:** Santu Parui regularly integrates real-world case studies into her lessons. Students are tasked with analyzing business problems, identifying key issues, and suggesting solutions. Case studies promote participative learning by encouraging students to apply theoretical knowledge to practical scenarios, fostering critical analysis and decision-making.

2. Use of PowerPoint Presentations (PPTs)

PowerPoint presentations are an essential tool in Santu Parui's teaching strategy, used to enhance the visual appeal of lessons and make complex management concepts easier to understand. The use of PPTs offers several advantages:

- **Visual Learning:** PPTs incorporate diagrams, charts, graphs, and images that help visualize key concepts. This aids students in better understanding theoretical frameworks and models that are crucial in management studies. Visual aids make abstract concepts more tangible and accessible, catering to students with varying learning styles.
- **Structured Information:** PPT presentations allow Santu Parui to structure lessons in a clear, organized manner. Key points are highlighted, and complex information is broken down into digestible segments. This structured approach helps students follow the lesson more easily and retain information better.
- **Supplementary Resources:** PPTs also serve as a repository for important resources such as reading materials, external links, and additional references. Students can revisit these resources outside of class, reinforcing their learning.

3. Solving Numerical Problems

Solving numerical problems is an integral part of Santu Parui's teaching methodology, particularly for subjects involving quantitative analysis, such as accounting, finance, and operations management. By incorporating numerical problems into lessons, Santu Parui helps students develop critical quantitative skills necessary for management roles. This method is implemented in the following ways:

- **Step-by-Step Problem Solving:** Santu Parui teaches students how to solve complex numerical problems by breaking them down into manageable steps. She explains each step clearly, allowing students to follow the process and understand the logic behind each calculation. This step-by-step approach ensures that students grasp the methodology and can apply it independently.
- **Practice Problems and Assignments:** Regular practice problems and assignments are given to students to help them hone their numerical skills. These problems are based on real-world business scenarios, requiring students to apply theoretical knowledge to solve practical issues. This continuous practice ensures students improve their problem-solving abilities and gain confidence in handling numerical challenges.



Santu Parui

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Santu Parui's adoption of student-centric methods—participative learning, PPT presentations, and solving numerical problems—has significantly enhanced the learning experience for students in the Department of Management. By focusing on interactive learning, visual aids, and practical problem-solving techniques, she has fostered a dynamic and engaging classroom environment. These methods not only improve students' academic performance but also prepare them with the essential skills needed for success in the professional world. The overall approach aligns well with modern educational principles, ensuring students are not just passive recipients of information but active participants in their own learning process.



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Report on Student-Centric Method

Report on: Student Centric Method

Method Used : Debate, Group Discussion, Oral presentation, discussion in case studies, Assignments.

Faculty Name & Department: Maya Bodke, Faculty of the Department of Management.

In modern education, a student-centric teaching approach focuses on engaging students actively in their learning process, encouraging critical thinking, collaboration, and communication. Maya Bodke, a faculty member in the Department of Management, has implemented a variety of student-centric methods, including debates, group discussions, oral presentations, case study discussions, and assignments. These methods are designed to promote active participation, improve problem-solving abilities, and enhance student learning by fostering collaboration and communication. This report outlines these methods and evaluates their effectiveness in enhancing students' educational experience.

1. Debate

Debates are an engaging way to foster critical thinking, public speaking skills, and the ability to view issues from multiple perspectives. Maya Bodke incorporates debates into her teaching to encourage students to actively engage with the material and sharpen their analytical abilities. Here's how debates are integrated into the learning process:

- **Enhancing Critical Thinking:** Debates require students to evaluate various viewpoints, develop arguments, and defend their positions. This process helps students think critically, analyze problems, and articulate their thoughts in a coherent and structured manner.
- **Promoting Active Participation:** Through debates, students become more involved in the learning process, as they are tasked with researching, preparing, and presenting



Maya Bodke
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arguments on assigned topics. This promotes deeper engagement with the course material.

- **Developing Communication Skills:** Debates help students improve their verbal communication skills by encouraging them to speak clearly, persuasively, and confidently in front of their peers.
- **Fostering a Respectful Environment:** Debates also help students learn to respect differing opinions and engage in discussions in a professional and respectful manner, a crucial skill in both academic and professional settings.

2. Group Discussion

Group discussions are an important part of Maya Bodke's teaching strategy, as they encourage collaboration and teamwork among students. Group discussions are used to facilitate deeper understanding of complex topics, encourage peer-to-peer learning, and improve communication skills. The implementation of group discussions in the classroom includes:

- **Collaborative Learning:** In group discussions, students are divided into small teams where they can exchange ideas, debate, and develop solutions to business problems. This collaborative learning method allows students to learn from one another and gain a variety of perspectives on the subject matter.
- **Enhancing Communication Skills:** Group discussions help students practice clear and concise communication, as they must present their ideas and respond to questions or counter-arguments from their peers.
- **Building Teamwork:** By working together in groups, students develop essential teamwork skills, such as leadership, negotiation, and conflict resolution, which are critical for success in the workplace.
- **Deepening Understanding:** Group discussions allow students to engage more actively with the course content, leading to a deeper understanding of the subject matter. The exchange of ideas and the opportunity to discuss challenging concepts make learning more meaningful.

3. Oral Presentation

Oral presentations are another student-centric method used by Maya Bodke to enhance students' communication and presentation skills. This method allows students to organize their thoughts, present ideas clearly, and improve public speaking. The key aspects of oral presentations in her teaching include:

- **Improving Public Speaking:** Presenting to the class helps students overcome the fear of speaking in front of an audience and develop public speaking skills. This is a crucial skill for future business professionals, as communication is key in the corporate world.
- **Organizing Ideas:** Oral presentations require students to structure their ideas logically and present them in a concise and clear manner. This helps them develop organizational skills and enhances their ability to explain complex ideas effectively.
- **Engagement and Feedback:** Presentations provide an opportunity for students to engage directly with their peers and receive feedback on their ideas. Constructive criticism from



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classmates and the instructor helps students refine their ideas and improve their presentation skills.

- **Promoting Confidence:** Successfully presenting in front of peers boosts students' self-confidence, helping them feel more comfortable in professional settings where they may need to speak to clients, teams, or management.

4. Discussion in Case Studies

Case studies are an effective method of applying theoretical knowledge to real-world business problems. Maya Bodke uses case studies in her classroom to facilitate active learning, critical analysis, and problem-solving. Here's how case study discussions are integrated into her teaching:


- **Real-World Application:** Case studies provide students with the opportunity to apply the concepts they've learned to actual business scenarios. This helps students understand how theoretical knowledge is used in the practical world, bridging the gap between classroom learning and professional practice.
- **Critical Analysis:** Students are asked to analyze case studies in-depth, identify problems, and develop solutions. This process strengthens their problem-solving and analytical thinking skills, which are essential in management roles.
- **Collaborative Problem Solving:** Case studies are often discussed in groups, where students collaborate to evaluate different approaches to solving the problem. This encourages teamwork, as students learn to combine their strengths to arrive at a well-rounded solution.
- **Discussion and Debate:** During case study discussions, students present their findings, share their perspectives, and debate the merits of different solutions. This promotes engagement and allows students to refine their thinking through peer feedback and constructive criticism.

5. Assignments

Assignments are a core element of Maya Bodke's teaching methodology, allowing students to engage deeply with course material, conduct independent research, and refine their writing and analytical skills. The role of assignments in her teaching strategy includes:

- **Independent Learning:** Assignments encourage students to explore topics in greater depth beyond the scope of classroom lectures. By conducting research and completing assignments, students develop independent learning skills and a deeper understanding of the subject matter.
- **Critical Thinking and Analysis:** Assignments often require students to analyze complex problems, evaluate different perspectives, and formulate well-supported arguments. This strengthens their critical thinking, analytical, and writing skills.
- **Timely Feedback:** Assignments provide an opportunity for the instructor to give personalized feedback to students on their strengths and areas for improvement. This feedback helps students track their progress and refine their skills.




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- **Developing Writing Skills:** Regular assignments improve students' ability to communicate their ideas effectively in writing. Writing clear, coherent, and well-organized papers helps students develop skills that are essential in both academic and professional settings.

Maya Bodke's student-centric teaching methods, including debates, group discussions, oral presentations, case study discussions, and assignments, have proven to be highly effective in enhancing the overall learning experience for students in the Department of Management. These methods foster active participation, collaboration, critical thinking, and effective communication, all of which are crucial skills for success in management. By integrating these methods into her teaching, Maya Bodke has created an environment that encourages students to take ownership of their learning, apply theoretical knowledge to real-world situations, and develop essential skills for their future careers.




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Report on Student-Centric Method

Report on: Student Centric Method

Method Used : Youtube videos, Participative learning, Problem solving method.

Faculty Name & Department: Dr.Pradhan, Faculty of the Department of Accountancy & Finance.

The student-centric approach to teaching has gained significant recognition for its ability to engage students actively in the learning process. Unlike traditional methods, where students are passive recipients of information, student-centric methods encourage active participation, critical thinking, and problem-solving. This report explores the use of a student-centric approach by Dr. Pradhan, a faculty member in the Department of Accountancy & Finance, who integrates YouTube videos, participative learning, and problem-solving methods in the classroom.

Methods Used

1. YouTube Videos

Dr. Pradhan utilizes YouTube videos as an educational tool to enhance students' learning experience. The use of videos offers several benefits:

- **Visual Learning:** YouTube videos help to explain complex concepts visually, making it easier for students to understand theoretical topics.
- **Access to External Resources:** Students can access curated content from various financial experts, industry leaders, and educational channels, which broadens their understanding of real-world applications.
- **Reinforcement of Concepts:** Videos allow students to revisit topics they may find challenging, helping reinforce concepts through repetition.



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Dr. Pradhan selects videos relevant to the course material and ensures that students can view them before or after class sessions. This pre-class engagement prepares students for active participation during the live sessions.

2. Participative Learning

Participative learning is a hallmark of the student-centric method and focuses on active student involvement in the learning process. Dr. Pradhan fosters an environment where students actively participate in discussions, debates, and collaborative activities. Some of the techniques used include:

- **Group Discussions:** Small groups are formed to discuss key topics, allowing students to voice their opinions, ask questions, and learn from each other.
- **Interactive Sessions:** Dr. Pradhan often engages students in Q&A sessions, quizzes, and other interactive activities that promote peer learning and critical thinking.

By incorporating participative learning, Dr. Pradhan creates an inclusive classroom environment where every student has the opportunity to actively contribute to the lesson.

3. Problem Solving Method

The problem-solving method encourages students to apply their knowledge to solve practical problems. In the context of Accountancy & Finance, this method is particularly useful in enabling students to:

- **Engage with Real-World Scenarios:** Students are presented with real-world financial problems that require them to apply accounting principles and financial strategies to find solutions.
- **Develop Analytical Skills:** This method sharpens students' ability to analyze complex data and develop strategic solutions based on financial concepts.
- **Critical Thinking:** By solving problems, students learn how to assess situations critically, recognize patterns, and develop solutions that are not only theoretical but also practical.

Dr. Pradhan uses case studies, financial reports, and other problem-based learning resources to challenge students to think beyond textbooks and apply concepts in practical situations.

Outcomes of Using the Student-Centric Method

1. **Improved Engagement and Understanding:** The combination of YouTube videos, participative learning, and problem-solving methods has led to an increase in student engagement and a deeper understanding of the subject matter. Students feel more involved and motivated to learn, especially when they see the practical applications of the concepts they are studying.
2. **Better Retention of Information:** The active nature of participative learning, coupled with the visual aids provided by YouTube videos, has helped students retain information



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- more effectively. By revisiting videos and participating in discussions, students reinforce their knowledge and grasp key concepts more thoroughly.
3. **Development of Practical Skills:** The problem-solving method helps students develop not only theoretical knowledge but also practical skills that are directly applicable in the financial industry. They gain the ability to approach financial challenges methodically and come up with innovative solutions.
 4. **Enhanced Collaboration and Communication:** Through participative learning techniques, students improve their communication skills and learn how to work collaboratively in teams. These skills are essential for their future careers in Accountancy & Finance, where teamwork and clear communication are critical.

The student-centric teaching approach implemented by Dr. Pradhan in the Department of Accountancy & Finance has proven to be highly effective in engaging students and enhancing their learning experience. The integration of YouTube videos, participative learning, and problem-solving methods has not only helped students understand complex financial concepts but has also allowed them to apply their knowledge in practical ways. Although there are some challenges to consider, the overall impact of these methods has been positive, preparing students for the real-world demands of the financial sector.

By fostering a collaborative and interactive learning environment, Dr. Pradhan's approach promotes critical thinking, problem-solving skills, and practical knowledge, making students better equipped to succeed in their academic and professional careers.



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Report on Student-Centric Method

Report on: Student Centric Method

Method Used : Youtube videos, Participative learning, Problem solving method.
Faculty Name & Department: Dr.Pradhan, Faculty of the Department of
Accountancy & Finance.

The student-centric approach to teaching has gained significant recognition for its ability to engage students actively in the learning process. Unlike traditional methods, where students are passive recipients of information, student-centric methods encourage active participation, critical thinking, and problem-solving. This report explores the use of a student-centric approach by Dr. Pradhan, a faculty member in the Department of Accountancy & Finance, who integrates YouTube videos, participative learning, and problem-solving methods in the classroom.


Methods Used

1. YouTube Videos

Dr. Pradhan utilizes YouTube videos as an educational tool to enhance students' learning experience. The use of videos offers several benefits:

- **Visual Learning:** YouTube videos help to explain complex concepts visually, making it easier for students to understand theoretical topics.
- **Access to External Resources:** Students can access curated content from various financial experts, industry leaders, and educational channels, which broadens their understanding of real-world applications.
- **Reinforcement of Concepts:** Videos allow students to revisit topics they may find challenging, helping reinforce concepts through repetition.




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Dr. Pradhan selects videos relevant to the course material and ensures that students can view them before or after class sessions. This pre-class engagement prepares students for active participation during the live sessions.

2. Participative Learning

Participative learning is a hallmark of the student-centric method and focuses on active student involvement in the learning process. Dr. Pradhan fosters an environment where students actively participate in discussions, debates, and collaborative activities. Some of the techniques used include:

- **Group Discussions:** Small groups are formed to discuss key topics, allowing students to voice their opinions, ask questions, and learn from each other.
- **Interactive Sessions:** Dr. Pradhan often engages students in Q&A sessions, quizzes, and other interactive activities that promote peer learning and critical thinking.

By incorporating participative learning, Dr. Pradhan creates an inclusive classroom environment where every student has the opportunity to actively contribute to the lesson.

3. Problem Solving Method

The problem-solving method encourages students to apply their knowledge to solve practical problems. In the context of Accountancy & Finance, this method is particularly useful in enabling students to:

- **Develop Analytical Skills:** This method sharpens students' ability to analyze complex data and develop strategic solutions based on financial concepts.
- 1. **Enhanced Collaboration and Communication:** Through participative learning techniques, students improve their communication skills and learn how to work collaboratively in teams. These skills are essential for their future careers in Accountancy & Finance, where teamwork and clear communication are critical.

The student-centric teaching approach implemented by Dr. Pradhan in the Department of Accountancy & Finance has proven to be highly effective in engaging students and enhancing their learning experience. The integration of YouTube videos, participative learning, and problem-solving methods has not only helped students understand complex financial concepts but has also allowed them to apply their knowledge in practical ways. Although there are some challenges to consider, the overall impact of these methods has been positive, preparing students for the real-world demands of the financial sector.

By fostering a collaborative and interactive learning environment, Dr. Pradhan's approach promotes critical thinking, problem-solving skills, and practical knowledge, making students better equipped to succeed in their academic and professional careers.



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Report on Student-Centric Method

Report on: Student Centric Method

Method Used : Youtube videos, Participative learning, Problem solving method, ICT ,Computer practicals, Google classroom.

Faculty Name & Department: Jyoti Yadav , Faculty of the Computer

In modern education, student-centric methods focus on active learning, engagement, and practical application. By incorporating technology and interactive approaches, educators can foster a deeper understanding of the subject matter. Jyoti Yadav, a faculty member in the Computer Science Department, utilizes a variety of student-centric techniques including YouTube videos, participative learning, problem-solving methods, ICT, computer practicals, and Google Classroom to enhance student learning. This report explores how these methods are integrated into the classroom and their outcomes.


Methods Used

1. YouTube Videos

YouTube videos are an effective way to bring dynamic, visual content into the learning process. Jyoti Yadav uses videos to:

- **Provide Real-World Examples:** Videos featuring professionals and industry experts offer students insights into the practical applications of their coursework.
- **Enhance Self-Study:** Students are encouraged to watch instructional videos as part of their preparation or revision, giving them access to additional learning resources outside of class hours.




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2. Participative Learning

Participative learning is a central component of the student-centric teaching approach. This method involves active student participation in the learning process through:

- **Interactive Q&A Sessions:** Jyoti Yadav fosters a learning environment where students are encouraged to ask questions, share their views, and actively engage in classroom discussions. This not only helps clarify doubts but also promotes critical thinking.

By emphasizing group activities and peer interactions, participative learning builds communication, teamwork, and problem-solving skills.

3. Problem Solving Method

The problem-solving method is fundamental to learning computer science, where students often encounter complex coding tasks and logical challenges. Jyoti Yadav uses this method to:

- **Encourage Innovation:** Problem-solving tasks push students to think creatively and find unique solutions to computing problems, fostering innovation and resourcefulness.

The problem-solving approach enhances both technical proficiency and cognitive skills in students, which are critical in computer science.

4. Information and Communication Technology (ICT)

ICT tools are integrated throughout the course to support learning, improve efficiency, and facilitate communication:

- **Software Tools:** Students use a variety of software for programming, data analysis, and simulation exercises, allowing them to develop hands-on skills.
- **Learning Platforms:** She utilizes learning platforms like Google Classroom to manage assignments, conduct quizzes, and share resources, making the learning process more accessible and organized.

5. Computer Practicals

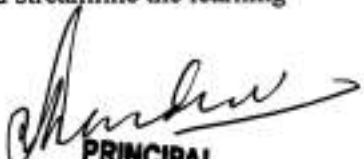
Practical sessions are essential for reinforcing theoretical knowledge and providing hands-on experience:

Computer practicals give students the opportunity to experiment, test hypotheses, and refine their programming skills in a supervised and supportive environment.

6. Google Classroom

Google Classroom is a powerful tool used by Dr. Yadav to organize and streamline the learning experience:




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Assignment Management: Assignments, projects, and quizzes are shared and submitted via Google Classroom, allowing for efficient tracking and feedback.

Access to Resources: Lecture notes, course materials, and supplementary resources are uploaded to Google Classroom, making them easily accessible to students at any time.

Google Classroom helps create a structured learning environment where students can stay organized, communicate effectively, and track their progress.

Jyoti Yadav's student-centric teaching methods have proven to be effective in enhancing learning outcomes in the Computer Science Department. By incorporating YouTube videos, participative learning, problem-solving methods, ICT tools, computer practicals, and Google Classroom, students have experienced increased engagement, improved understanding of key concepts, and developed valuable technical and collaborative skills.

These approaches have prepared students for the practical challenges they will face in the tech industry, fostering a deeper and more comprehensive understanding of computer science. While challenges exist, the overall impact of this teaching strategy has been positive, empowering students to take ownership of their learning and excel in their academic and professional journeys.



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Report on Student-Centric Method

Report on: Student Centric Method

Method Used : Problem solving methods, PPT, YouTube, Google Classroom

Faculty Name & Department: Abhijeet Pawar, Faculty of the Commerce.


In modern education, the student-centric method has become a key approach for effective teaching and learning. This method places the student at the heart of the learning process, empowering them to take responsibility for their education. This report focuses on the student-centric approach implemented by Abhijeet Pawar, a faculty member from the Department of Commerce, using a combination of **Problem Solving Methods, PPTs (PowerPoint Presentations), YouTube videos, and Google Classroom** to facilitate and enhance student learning.

2. Methods Used

The student-centric approach leverages technology and interactive teaching methods to engage students, making them active participants in their learning journey. Below are the key methods employed:

- **Problem-Solving Methods:**
 - This method encourages students to actively solve real-world problems, helping them understand the practical applications of theoretical knowledge. By working through case studies, practical scenarios, and group discussions, students are able to apply their learning and develop critical thinking and analytical skills.
 - Through problem-solving, students engage in collaborative learning, often working in teams, which enhances communication and teamwork skills.
- **PowerPoint Presentations (PPT):**
 - PPTs are used to create visually appealing lessons that help explain complex topics in a simplified manner. By using slides, charts, and diagrams, students can better grasp difficult concepts in a visually engaging format.




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- The interactive nature of PPTs allows for dynamic teaching, where students can participate in discussions, share insights, and ask questions during the presentation.
- **YouTube:**
 - YouTube videos serve as an excellent supplementary tool for delivering content. Videos are often used to explain complex topics, demonstrate concepts, or provide examples from the real world.
 - Faculty members, including Abhijeet Pawar, select educational videos or create personalized content to reinforce lessons and allow students to revisit materials at their own pace.
 - YouTube also offers opportunities for students to explore a broader range of topics that extend beyond the syllabus, promoting self-learning.
- **Google Classroom:**
 - Google Classroom is a virtual learning environment that enables faculty to organize assignments, post announcements, and provide students with easy access to resources such as notes, readings, and recorded lectures.
 - Students can submit their work, ask questions, and collaborate on projects, fostering a sense of community and continuous interaction outside the traditional classroom setting.
 - Tools like Google Classroom and problem-solving group activities promote collaboration among students, helping them develop essential teamwork and communication skills.
 - While the approach emphasizes self-learning, some students may struggle with time management, especially when balancing multiple subjects or commitments, affecting their ability to stay on track.

The student-centric method employed by Abhijeet Pawar in the Department of Commerce, using **Problem-Solving Methods, PPTs, YouTube, and Google Classroom**, has proven to be an effective approach in enhancing student learning. It fosters a dynamic and interactive classroom environment where students take an active role in their education, engage with the material in a meaningful way, and develop essential skills such as critical thinking, collaboration, and self-management.

By continually integrating technology and innovative teaching methods, this approach is well-positioned to support the diverse learning needs of students, while also preparing them for the demands of the modern world.

This report highlights the significant impact of a student-centric approach in the educational process, exemplified by the efforts of Abhijeet Pawar. By focusing on active participation, technology integration, and problem-solving skills, students are empowered to take charge of their learning journey.



Abhijeet Pawar
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Report on Student-Centric Method

Report on: Student Centric Method

Method Used : Discussion methods, YouTube videos, Case studies

Faculty Name & Department: Pawan Rathod , Faculty of the
Commerce(Economics).

The student-centric method is an educational approach that shifts the focus from traditional teacher-led instruction to an approach where students actively participate in their learning. This method emphasizes collaboration, critical thinking, and problem-solving. Faculty member **Pawan Rathod** from the Commerce (Economics) department has implemented this method in his classes, integrating **Discussion Methods, YouTube Videos, and Case Studies** as core teaching tools. This report outlines the application of these methods and the impact on student learning.

2. Methods Used

Pawan Rathod has employed several modern teaching strategies to create a student-centered learning environment in his economics classes. These methods include:

- **Discussion Methods:**

- The discussion method involves actively engaging students by encouraging them to talk about course material, ask questions, and share their thoughts on economic concepts. This method promotes critical thinking, communication skills, and a deeper understanding of the material.
- Discussions are often based on current economic events, allowing students to connect theoretical knowledge with real-world issues. Students are encouraged to express their opinions, challenge ideas, and analyze economic situations from different perspectives.

- **YouTube Videos:**

- YouTube is used as a supplementary tool to present complex economic theories, case studies, and global economic issues in an engaging and accessible format.



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Videos offer visual explanations that help clarify difficult topics, such as supply and demand, inflation, and macroeconomic policies.


- Videos from reputable sources or educational channels are shown in class, and students are encouraged to watch relevant content outside class hours. This allows them to explore topics further at their own pace, enhancing their overall understanding.
- **Case Studies:**
 - Case studies are central to applying economic theories to real-world situations. In this method, students analyze actual economic problems, such as market failures, government policies, or the impact of globalization on local economies.
 - Working through case studies, students develop critical thinking and problem-solving skills. They are asked to consider different viewpoints, assess data, and recommend solutions based on economic principles.
 - Case studies also foster collaborative learning, as students often work in groups to analyze the material and present their findings to the class.

Pawan Rathod's implementation of the **Student-Centric Method** using **Discussion Methods**, **YouTube Videos**, and **Case Studies** has proven to be an effective approach in the field of Economics. These methods actively engage students, promoting critical thinking, collaboration, and the application of knowledge in real-world contexts. The use of multimedia tools such as YouTube makes complex economic concepts more accessible, while case studies help students develop analytical skills that are essential for understanding economic issues.

While there are challenges such as ensuring equal participation and managing time effectively, the overall impact of these teaching methods is positive. Students are better equipped to engage with the material, develop essential skills, and connect theoretical knowledge to real-world economic problems.

By addressing these challenges and refining the existing methods, the student-centric approach can continue to provide a highly effective and engaging learning experience for students in Economics.




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Report on Student-Centric Method

Report on: Student Centric Method

Method Used : Chalk & Duster, Classroom notes, Youtube videos, Recorded online session
Faculty Name & Department: Anand Shelar, Faculty of the Accounting & Finance.

The student-centric approach is a modern educational strategy that places the student at the center of the learning process. It encourages active participation, critical thinking, and self-learning. Anand Shelar, a faculty member from the Accounting & Finance Department, has implemented this approach by incorporating a variety of teaching methods, including Chalk & Duster, Classroom Notes, YouTube Videos, and Recorded Online Sessions. This report examines how these methods enhance the learning experience, engaging students in a more interactive and comprehensive manner.

2. Methods Used

Anand Shelar uses a combination of traditional and modern teaching methods to provide a balanced learning environment for students. The primary methods employed include:

- **Chalk & Duster:**
 - The traditional chalk-and-duster method is used for delivering key concepts, solving problems, and providing a structured explanation of complex accounting and finance principles.
 - This method allows the faculty to interact with students in real-time, explaining key points, writing formulas, and solving equations on the blackboard, which helps students visually track the material being discussed.
- **Classroom Notes:**
 - Classroom notes are another integral part of the student-centric approach. Anand Shelar provides students with detailed and well-organized notes during the lecture. These notes serve as a guide to understanding the content and can be used by students for review and reference after class.




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- The notes are often supplemented with examples, definitions, and illustrations to help students grasp the theoretical and practical aspects of accounting and finance.
- **YouTube Videos:**
 - YouTube videos are utilized to supplement classroom learning. Anand Shelar shares relevant educational videos that explain difficult concepts in accounting and finance, offering visual aids and real-world examples.
 - These videos help students better understand complex topics by presenting the material in an engaging and accessible format. They also provide a diverse range of perspectives and explanations from experts in the field.
- **Recorded Online Sessions:**
 - Recorded online sessions are an important aspect of the teaching strategy. These sessions allow students to revisit lectures at their convenience, ensuring they can review material at their own pace and revisit difficult concepts as needed.
 - These sessions serve as valuable resources for revision before exams and provide students with flexible learning options outside of regular class hours.

Anand Shelar's use of a **Student-Centric Method** incorporating **Chalk & Duster, Classroom Notes, YouTube Videos,** and **Recorded Online Sessions** has successfully enhanced the learning experience for students in the **Accounting & Finance** department. The integration of traditional and modern teaching methods ensures that students are actively involved in their learning, benefiting from a combination of visual, auditory, and hands-on experiences.

These methods not only make complex accounting and finance concepts more accessible but also promote self-paced learning and provide valuable resources for revision. The approach fosters greater engagement, interaction, and flexibility, allowing students to take charge of their learning and improve their academic performance.

This report outlines the student-centric teaching methods used by Anand Shelar and highlights the positive impact on students' learning in the field of **Accounting & Finance**. The combination of traditional and modern techniques helps foster a deeper understanding of complex topics and supports students in becoming more independent and engaged learners.



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Report on Student-Centric Method

Report on: Student Centric Method

Method Used : Chalk & Duster, Classroom notes, Youtube videos, Recorded online session
Faculty Name & Department: Ravindra Masaye, Faculty of the Accounting & Finance.

The **Student-Centric Method** is an innovative approach to teaching that prioritizes active student participation, personalized learning, and the integration of modern technology. It emphasizes the student's role in the learning process, encouraging self-discovery, critical thinking, and practical application of knowledge. In the **Accounting & Finance** department, **Ravindra Masaye** has adopted a blend of traditional and modern teaching methods to create an engaging and interactive learning environment. These methods include **Chalk & Duster**, **Classroom Notes**, **YouTube Videos**, and **Recorded Online Sessions**. This report highlights how these methods are implemented in the classroom to enhance student learning and foster a deeper understanding of accounting and finance concepts.

2. Methods Used

Ravindra Masaye integrates both conventional and technology-driven teaching methods to cater to diverse learning needs. The main methods used are:

- **Chalk & Duster:**
 - The traditional **chalk-and-duster** approach is used in the classroom for delivering foundational concepts and solving problems step-by-step. This method helps students follow along in real-time as the faculty writes out key concepts, equations, and explanations on the board.
 - It allows for immediate clarification of doubts, fostering a direct teacher-student interaction and creating a dynamic and participatory learning environment. This approach also helps visual learners by presenting material in a visual format.
- **Classroom Notes:**



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- **Classroom notes** are provided to students during lectures to support their learning. These notes are designed to complement the material covered in the class and serve as a detailed reference for students to review.
- The notes include critical concepts, definitions, examples, and summaries of the topics discussed in class. These notes help students consolidate their understanding and are especially useful for exam preparation and revision.
- **YouTube Videos:**
 - **YouTube videos** are used as an additional resource to explain complex concepts in a visual and engaging manner. Ravindra Masaye selects carefully curated educational videos that provide in-depth explanations and real-world applications of accounting and finance principles.
 - Videos offer students a chance to learn from different perspectives, including industry experts, which enhances their understanding of theoretical concepts. These videos also allow students to revisit topics outside of class, providing flexibility for self-paced learning.
- **Recorded Online Sessions:**
 - **Recorded online sessions** offer students the ability to access course content at their convenience. These sessions are particularly valuable for students who may miss classes or wish to review lessons at their own pace.
 - The recorded sessions are available for replay, allowing students to pause, rewind, or revisit challenging topics as needed. This flexibility supports personalized learning, enabling students to learn at a pace that suits their individual needs.

The **Student-Centric Method** implemented by Ravindra Masaye in the **Accounting & Finance** department is a balanced approach that integrates both traditional and modern teaching tools. By using **Chalk & Duster, Classroom Notes, YouTube Videos, and Recorded Online Sessions**, he creates a dynamic and engaging learning environment where students can actively participate, collaborate, and learn at their own pace.

These methods enhance student engagement, understanding, and flexibility, while also allowing students to access a wide variety of resources that cater to different learning styles. However, challenges such as technology access and student discipline in online learning need to be addressed to ensure the approach's continued effectiveness.

Overall, this student-centric approach is a valuable tool in modern education, fostering deeper learning, critical thinking, and practical application of knowledge in the field of **Accounting & Finance**.

This report highlights the student-centric methods adopted by Ravindra Masaye and emphasizes their positive impact on student learning in the **Accounting & Finance** discipline.



Ravindra Masaye
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Report on Student-Centric Method

Report on: Student Centric Method

Method Used : Google classroom, Youtube videos, Discussion methods.

Faculty Name & Department: Ms.Savita loke, Faculty of Management

The **Student-Centric Method** is an innovative and effective approach that places students at the center of the learning process. It focuses on active learning, collaboration, and the practical application of knowledge, allowing students to take responsibility for their learning while interacting with faculty and peers. **Ms. Savita Loke**, a faculty member in the **Management Department**, has implemented a student-centric approach in her classes using tools like **Google Classroom, YouTube Videos, and Discussion Methods**. This report explores how these methods are used to enhance student engagement, facilitate deeper learning, and provide an interactive and dynamic learning experience in the management field.

2. Methods Used

Ms. Savita Loke employs a variety of tools and strategies that encourage active participation, critical thinking, and self-directed learning:

• **Google Classroom:**

- Google Classroom is used as a central platform for managing course content, assignments, and student interaction. It allows for easy distribution of lecture materials, announcements, and assignments, ensuring that all students have quick and easy access to course resources.
- Google Classroom also supports communication between faculty and students, making it easy to clarify doubts, post additional resources, and foster a sense of community within the class. Students can also submit assignments, participate in discussions, and access recorded sessions through this platform.

• **YouTube Videos:**




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- **YouTube videos** are integrated into the learning process to enhance understanding and engage students with real-world examples. Ms. Savita Loke selects relevant educational videos that demonstrate key management concepts, case studies, or industry practices.
- The visual nature of YouTube videos helps students better grasp theoretical concepts by providing clear, concise explanations with supporting visuals. The flexibility of watching videos allows students to revisit and review complex topics at their own pace.
- **Discussion Methods:**
 - **Discussion methods** play a central role in fostering critical thinking and collaboration among students. In-class discussions are used to explore management concepts in depth, encourage students to express their opinions, and facilitate group interactions.
 - Ms. Loke encourages students to discuss various case studies, current events in the business world, and key management theories, allowing them to connect theory with practice. Group discussions also foster teamwork, communication skills, and diverse viewpoints.

The **Student-Centric Method** implemented by Ms. Savita Loke in the **Management Department** has proven to be an effective and engaging approach to teaching. By integrating **Google Classroom**, **YouTube videos**, and **discussion methods**, she creates a dynamic and interactive learning environment where students are encouraged to actively participate, collaborate, and apply management concepts in real-world contexts.

These methods promote critical thinking, self-paced learning, and collaboration, all of which are essential skills for future managers. The flexibility provided by online resources, combined with the interactive nature of discussions, ensures that students can engage with the material in a way that suits their learning preferences.

Despite challenges such as technology accessibility and ensuring consistent participation, the student-centric approach has enhanced student learning and helped bridge the gap between theory and practice.

This report highlights the effective use of the **Student-Centric Method** by Ms. Savita Loke, which enhances student engagement, learning, and collaboration in the **Management Department**.



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Report on Student-Centric Method

Report on: Student Centric Method

Method Used : PPT, Youtube, Case studies

Faculty Name & Department: Mr.Shreedeep Sharma, Faculty of Law

The **Student-Centric Method** focuses on engaging students actively in the learning process, ensuring that they are at the center of their educational journey. This approach encourages students to take responsibility for their learning, enhances critical thinking, and fosters collaboration. In the **Faculty of Law**, **Mr. Shreedeep Sharma** has successfully implemented the student-centric teaching method using tools such as **PowerPoint Presentations (PPT)**, **YouTube videos**, and **Case Studies**. These methods enable students to connect legal theory with real-world applications and actively participate in their learning.

2. Methods Used

Mr. Shreedeep Sharma employs a mix of traditional and modern tools to create an engaging and interactive classroom environment:

- **PowerPoint Presentations (PPT):**
 - PPTs are used in lectures to present structured and visual content, ensuring clarity and helping students retain key concepts. The slides include bullet points, images, diagrams, and important legal provisions, providing a clear overview of the topic.
 - PowerPoint presentations support visual learners and make complex legal theories and concepts easier to understand. They also provide students with a solid foundation to refer to during and after class.
- **YouTube Videos:**
 - YouTube videos are used to supplement the lecture material, offering real-world examples, expert interviews, and visual demonstrations of legal principles and cases. These videos may include recorded court proceedings, interviews with legal experts, and animated explanations of legal processes.



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- Videos provide an engaging way to illustrate legal concepts, case laws, and debates in a format that is easy to digest. Students can watch and rewatch videos at their convenience, ensuring a deeper understanding of complex topics.
- **Case Studies:**
 - **Case studies** are integral to Mr. Sharma's teaching method. He uses real-world legal cases to illustrate and analyze the application of legal principles. These case studies help students understand how laws are applied in practice and the implications of legal decisions.
 - Case studies encourage critical thinking, allowing students to analyze different aspects of the case, identify legal issues, and discuss possible outcomes. By examining actual legal situations, students gain practical insights into the law and develop problem-solving skills.

The **Student-Centric Method** implemented by **Mr. Shreedeeep Sharma** in the **Faculty of Law** has proven to be highly effective in fostering an engaging, interactive, and practical learning environment. By utilizing **PPTs**, **YouTube videos**, and **Case Studies**, students gain a deeper understanding of legal concepts and their real-world applications. These methods encourage active learning, critical thinking, and collaboration, which are essential skills for any aspiring legal professional.

While there are challenges such as technology accessibility and maintaining balanced engagement in discussions, the benefits of this approach far outweigh the difficulties. The student-centric methods adopted by Mr. Sharma help students connect theoretical knowledge with practical scenarios, preparing them for the complexities of the legal profession.

This report demonstrates the positive impact of the **Student-Centric Method** adopted by **Mr. Shreedeeep Sharma**, emphasizing the use of **PPTs**, **YouTube videos**, and **Case Studies** in the **Law Department**. These tools have successfully enhanced student engagement, critical thinking, and real-world application of legal principles.



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Report on Student-Centric Method

Report on: Student Centric Method

Method Used : Discussion method, Youtube videos, Case studies.

Faculty Name & Department: Ms. Jyotsna Ware Sharma, Faculty of Commerce.

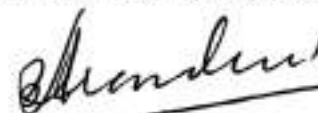
The **Student-Centric Method** is an educational approach that places students at the core of the learning process. This method promotes active learning, critical thinking, and collaborative discussions, making students responsible for their learning while encouraging interaction with the instructor and peers. In the **Faculty of Commerce**, **Ms. Jyotsna Ware Sharma** has effectively implemented this approach using **Discussion Methods**, **YouTube videos**, and **Case Studies** to facilitate a dynamic and engaging learning environment.

2. Methods Used

Ms. Jyotsna Ware Sharma employs a mix of interactive teaching methods to engage students actively in the learning process:

- **Discussion Method:**
 - The **Discussion Method** is used extensively in Ms. Sharma's classes to foster a deeper understanding of commerce-related concepts. Students are encouraged to actively participate in discussions, share their viewpoints, and engage in debates.
 - Topics related to economic trends, business strategies, financial principles, and recent developments in the commerce sector are explored through open-ended discussions. This method allows students to critically analyze concepts, pose questions, and learn from their peers.
 - The instructor guides these discussions to ensure that students stay on track while encouraging diverse perspectives, which enriches the learning experience.
- **YouTube Videos:**
 - **YouTube videos** are integrated into the curriculum to supplement lectures and offer visual and real-world examples of commerce topics. These videos could include explanations of financial concepts, interviews with industry experts, and case study analyses of business situations.





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- The videos serve as a visual learning tool, which helps clarify complex topics and make them more accessible. Students can revisit the content outside of class, allowing them to reinforce their learning and stay updated on current trends in commerce.
- **Case Studies:**
 - **Case Studies** are a central aspect of the learning approach used by Ms. Sharma. Real-life business scenarios, financial reports, and corporate case studies are examined to illustrate how theoretical concepts are applied in real-world settings.
 - These case studies encourage students to think critically, analyze business problems, and suggest solutions based on their understanding of commerce principles. It also helps them develop decision-making skills and prepare for challenges they might face in the business world.

The **Student-Centric Method** adopted by Ms. Jyotsna Ware Sharma in the Faculty of Commerce has proven to be an effective and engaging approach for enhancing student learning. By incorporating **Discussion Methods, YouTube videos, and Case Studies**, Ms. Sharma creates an interactive learning environment where students are encouraged to actively participate, think critically, and apply their knowledge to real-world scenarios.

These methods not only enhance engagement and understanding but also foster the development of essential skills such as problem-solving, teamwork, and critical analysis, which are crucial for students' future careers in commerce.

While challenges such as technology access and ensuring active participation in discussions exist, the benefits of the student-centric approach far outweigh these concerns. By incorporating more interactive learning methods and providing accessible resources, the effectiveness of this approach can be further enhanced.

This report illustrates how the **Student-Centric Method** employed by Ms. Jyotsna Ware Sharma using **Discussion Methods, YouTube videos, and Case Studies** has enhanced student learning and fostered critical thinking, collaboration, and real-world application in the Commerce Department.



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Report on Student-Centric Method

Report on: Student Centric Method

Method Used : Discussion methods, PPT ,Chalk & Duster.

Faculty Name & Department: Dattatray Ghodke, Faculty of
Commerce(Economics).

The **Student-Centric Method** focuses on making students active participants in the learning process rather than passive recipients of information. This method emphasizes critical thinking, collaboration, and self-directed learning. In the **Faculty of Commerce (Economics)**, **Mr. Dattatray Ghodke** has successfully implemented this approach using a blend of **Discussion Methods, PowerPoint Presentations (PPT)**, and the traditional **Chalk & Duster** technique. These teaching methods help create a dynamic classroom environment where students engage with the content, participate in discussions, and better understand complex economic concepts.

2. Methods Used

Mr. Dattatray Ghodke utilizes a variety of techniques to foster an interactive and student-focused learning environment:

• **Discussion Methods:**

- **Discussion methods** are central to the student-centric approach used by Mr. Ghodke. Students are encouraged to actively engage in discussions on various economic theories, models, current economic issues, and real-world applications of economic principles.
- These discussions provide students with the opportunity to analyze complex economic problems, share their perspectives, and learn from their peers. The instructor facilitates these discussions by posing questions, guiding the conversation, and encouraging students to critically evaluate different viewpoints.
- This method promotes the development of analytical skills and helps students connect theoretical knowledge to practical scenarios.



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- **PowerPoint Presentations (PPT):**
 - PPTs are used to visually present key concepts, economic models, and data. These presentations are designed to make complex economic ideas more digestible and engaging by using diagrams, charts, graphs, and bullet points.
 - By integrating visual aids, PPTs help students understand abstract concepts like market structures, demand-supply analysis, inflation, and fiscal policy. The slides are structured to emphasize key takeaways, which students can refer back to while studying.
 - Additionally, PPTs provide a clear and organized way to introduce new topics, ensuring that all relevant points are covered during lectures.
- **Chalk & Duster:**
 - Despite the availability of modern technology, Mr. Ghodke continues to use the **Chalk & Duster** method as a valuable teaching tool. This traditional approach allows the instructor to write key points, draw diagrams, and explain concepts in real-time on the blackboard.
 - The **Chalk & Duster** method fosters a more interactive and hands-on classroom environment, where students can see the instructor working through problems and visualizing economic models step by step.
 - This method is particularly effective when explaining mathematical models, graphs, and complex economic equations, as it allows for a more personalized and flexible approach to teaching.

The **Student-Centric Method** employed by Mr. Dattatray Ghodke in the Faculty of Commerce (Economics) has proven to be highly effective in engaging students and promoting active learning. By combining the **Discussion Method**, **PowerPoint Presentations (PPT)**, and **Chalk & Duster**, Mr. Ghodke creates a classroom environment that encourages critical thinking, enhances understanding, and fosters student participation. These methods allow students to connect theoretical knowledge with practical applications, develop problem-solving skills, and engage in meaningful debates on economic issues.

While challenges such as balancing traditional and modern teaching methods, managing discussion time, and ensuring active participation exist, the benefits of this approach outweigh these obstacles. The techniques implemented by Mr. Ghodke successfully prepare students for future careers in economics, business, and related fields.

This report demonstrates the positive impact of the **Student-Centric Method** adopted by Mr. Dattatray Ghodke, highlighting the benefits of **Discussion Methods**, **PPTs**, and **Chalk & Duster** in creating an engaging and effective learning experience for students in the Faculty of Commerce (Economics).



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Report on Student-Centric Method

Report on: Student Centric Method

Method Used : Discussion methods, PPT ,Chalk & Duster.

Faculty Name & Department: Yogita Patil, Faculty of Accounting & Finance.

The **Student-Centric Method** is an educational approach that prioritizes student engagement, active participation, and critical thinking. By incorporating various interactive techniques, this method encourages students to take ownership of their learning process. In the **Faculty of Accounting & Finance**, Ms. **Yogita Patil** has successfully implemented this approach using a blend of **Discussion Methods**, **PowerPoint Presentations (PPT)**, and the traditional **Chalk & Duster** method. These methods not only enhance student engagement but also help them connect theoretical knowledge with practical applications in accounting and finance.

This report outlines how these teaching methods are used in Ms. **Patil's** classes and highlights their benefits for students pursuing a career in accounting and finance.

2. Methods Used

Ms. **Yogita Patil** adopts a mix of traditional and modern teaching methods to make her classes more interactive and engaging:

• **Discussion Methods:**

- The **Discussion Method** is central to Ms. **Patil's** teaching approach. Students are encouraged to actively participate in discussions related to accounting concepts, financial statements, accounting standards, and financial management practices.
- These discussions not only promote critical thinking but also help students understand the real-world application of accounting principles. By engaging in debates and discussions, students learn to analyze financial scenarios, propose solutions, and evaluate outcomes.
- The instructor guides these discussions by asking thought-provoking questions, encouraging students to present their perspectives, and challenging them to think deeply about the concepts being discussed.



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- **PowerPoint Presentations (PPT):**

- PPTs are used to deliver structured and visually engaging content. Ms. Patil prepares slides with clear headings, bullet points, diagrams, and financial charts that help students understand complex accounting and finance concepts.
- The use of PPTs makes the learning process more interactive by breaking down complex information into digestible portions. For example, financial statements, balance sheets, income statements, and budgeting techniques are explained with the help of visuals, making it easier for students to grasp and retain important information.
- Students can refer to these presentations during their study sessions, reinforcing the key concepts covered in class.

- **Chalk & Duster:**

- The **Chalk & Duster** method is still used effectively to explain accounting equations, journal entries, ledgers, and other financial calculations. Writing directly on the board helps Ms. Patil illustrate step-by-step procedures, especially when working through numerical problems or preparing financial reports.
- This traditional technique allows students to follow along and participate actively. The instructor can pause to clarify any doubts, and students are encouraged to interact with the board by offering suggestions or solving problems on their own.

The **Student-Centric Method** employed by Ms. Yogita Patil in the **Faculty of Accounting & Finance** has proven to be an effective way to engage students and deepen their understanding of accounting and finance concepts. By combining **Discussion Methods**, **PowerPoint Presentations (PPTs)**, and the **Chalk & Duster** technique, Ms. Patil fosters an interactive, collaborative, and comprehensive learning environment that enhances student participation, critical thinking, and practical problem-solving skills.

This report demonstrates the positive impact of the **Student-Centric Method** employed by Ms. **Yogita Patil**, highlighting the benefits of **Discussion Methods**, **PPTs**, and **Chalk & Duster** in creating an engaging and effective learning experience for students in **Accounting & Finance**.



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Report on Student-Centric Method

Report on: Student Centric Method

Method Used : Chalk & Duster, Classroom notes, Online Lectures, YouTube videos.

Faculty Name & Department: Jagtap Ravi, Faculty of Commerce.

The **Student-Centric Method** is an educational approach that shifts the focus of teaching from traditional instructor-led lectures to more active student involvement in the learning process. This method emphasizes collaboration, critical thinking, and practical application of knowledge. In the **Faculty of Commerce**, **Mr. Jagtap Ravi** has effectively employed a combination of **Chalk & Duster, Classroom Notes, Online Lectures, and YouTube Videos** to engage students in a dynamic and interactive learning environment.

This report aims to highlight how **Mr. Jagtap Ravi** uses these teaching methods in his classroom to enhance student learning and promote deeper understanding in the field of commerce.

2. Methods Used

Mr. Ravi incorporates a blend of traditional and modern techniques to facilitate learning and student engagement:

• **Chalk & Duster:**

- The **Chalk & Duster** method remains a core part of **Mr. Ravi's** teaching style. While digital tools have become widespread, the traditional **Chalk & Duster** method provides students with a more hands-on and direct way to interact with content.
- This method is particularly useful for explaining complex concepts, equations, and financial calculations, where step-by-step illustration is needed. Students can follow along as **Mr. Ravi** writes on the board, solving problems in real-time, especially when working through accounting or economics problems.
- It also provides a more personal, immediate, and interactive way for students to engage with the material, as they can ask questions or request clarification while the teacher is writing or explaining.




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- **Classroom Notes:**
 - **Classroom Notes** are provided to students as a supplement to lectures. **Mr. Ravi** prepares detailed notes covering key concepts, definitions, and examples that students can refer to for studying. These notes are organized and structured to align with the curriculum, allowing students to easily review and reinforce their learning.
 - Providing physical notes also ensures that students who may have difficulty keeping up with the lecture can still access the material, promoting inclusive learning for all types of learners.
 - These notes often highlight important points that will be covered on exams, ensuring students understand what they need to focus on when reviewing the content.
- **Online Lectures:**
 - To support the flexibility of learning, **Mr. Ravi** incorporates **Online Lectures** in his teaching approach. These lectures are designed to reach students who might not be able to attend traditional in-person classes or who benefit from additional explanation outside of regular class hours.
 - Online lectures allow students to learn at their own pace, pause, rewind, and review parts of the lecture that they may not have fully understood during class. This format is especially helpful for topics that require detailed explanations or when students need additional time to grasp complex ideas.
 - By making lectures available online, **Mr. Ravi** ensures that students have constant access to learning material, supporting self-directed study and independent learning.
- **YouTube Videos:**
 - **YouTube Videos** are integrated into **Mr. Ravi's** teaching to bring dynamic, visual learning into the classroom. These videos are often used to demonstrate real-world applications of theoretical concepts or to explain difficult topics with animations and real-life case studies.
 - By incorporating **YouTube Videos**, **Mr. Ravi** can break down abstract theories into relatable, engaging content. This helps students to visualize and contextualize complex ideas, such as financial markets, economic policies, or business strategies.
 - The use of **YouTube** also allows students to engage with supplementary material outside of class, encouraging independent learning and exploration of topics they are interested in.

The **Student-Centric Method** implemented by **Mr. Jagtap Ravi** in the **Faculty of Commerce** effectively integrates a mix of traditional and modern teaching methods. By combining **Chalk & Duster, Classroom Notes, Online Lectures, and YouTube Videos**, **Mr. Ravi** creates a learning environment that encourages student engagement, flexibility, and critical thinking.

The combination of these methods allows students to actively participate in their learning process, access diverse resources, and engage with content at their own pace. Although challenges related to balancing traditional and modern methods, ensuring engagement with




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online materials, and addressing technical issues exist, the overall benefits of this approach significantly enhance the educational experience for students.

This report highlights how **Mr. Jagtap Ravi** effectively uses a blend of **Chalk & Duster, Classroom Notes, Online Lectures, and YouTube Videos** to create a dynamic and interactive learning environment that benefits students in the **Faculty of Commerce**.



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Report on Student-Centric Method

Report on: Student Centric Method

Method Used : Experiential learning, Problem solving , Experimental learning.

Faculty Name & Department: Ashutosh Sharma, Faculty of Commerce.

The **Student-Centric Method** is an approach to teaching that focuses on the active involvement of students in their learning process, where they take responsibility for their education, engage in problem-solving, and apply knowledge in practical situations. **Mr. Ashutosh Sharma** from the **Faculty of Commerce** employs **Experiential Learning, Problem Solving, and Experimental Learning** as key teaching methodologies. These methods encourage students to actively participate in their learning, fostering critical thinking, creativity, and practical application of theoretical knowledge.


This report explores the effective use of these student-centered methods in the classroom and outlines the benefits for students studying commerce.

2. Methods Used

Mr. Ashutosh Sharma employs the following methods to create an interactive and engaging learning environment for his students:

- **Experiential Learning:**
 - **Experiential Learning** involves learning through experience and reflection. In this approach, students actively participate in learning activities that simulate real-world situations, allowing them to gain firsthand experience.
 - **Mr. Sharma** creates opportunities for students to engage in activities such as case studies, role-playing, simulations, and business projects, which reflect real-world scenarios in commerce. This helps students understand how theoretical concepts are applied in practice.
 - For example, in finance and accounting courses, students may work on mock financial statements or manage a hypothetical business, enabling them to experience real-life challenges and decision-making processes.




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- **Problem Solving:**
 - The **Problem Solving** method is integral to **Mr. Sharma's** teaching. This method encourages students to analyze, evaluate, and develop solutions to complex problems.
 - By presenting students with practical problems related to finance, economics, or accounting, **Mr. Sharma** encourages them to think critically and creatively to find solutions. These problems might include financial analyses, market trends, business strategies, or budgeting issues.
 - In solving these problems, students apply their knowledge of accounting principles, economics, and finance, reinforcing their learning through practical exercises. Additionally, this approach promotes teamwork, as students often collaborate to solve problems, fostering a collaborative learning environment.
- **Experimental Learning:**
 - **Experimental Learning** is similar to **Experiential Learning**, but it emphasizes learning through hands-on experimentation, often in a controlled environment.
 - **Mr. Sharma** uses **Experimental Learning** to provide students with opportunities to test theories, conduct experiments, and analyze outcomes. For example, in economics courses, students may conduct experiments on market behavior or price elasticity, using real data to see how theories apply in the real world.
 - This method allows students to directly test and verify theoretical concepts, providing a deeper understanding and helping them link theory to practice. It also fosters a scientific approach to learning, where students actively engage in testing hypotheses and drawing conclusions.

The **Student-Centric Method** used by **Mr. Ashutosh Sharma** in the **Faculty of Commerce** is highly effective in enhancing student engagement, critical thinking, and practical application of knowledge. By employing **Experiential Learning**, **Problem Solving**, and **Experimental Learning**, **Mr. Sharma** creates a learning environment that encourages active student involvement and prepares them for real-world challenges in commerce.

These methods not only promote deeper understanding and retention of knowledge but also help students develop essential skills such as teamwork, problem-solving, and analytical thinking. While there are challenges such as time constraints and ensuring equal participation, the overall benefits of these approaches make them invaluable for preparing students for their careers.

This report demonstrates how the **Student-Centric Method** employed by **Mr. Ashutosh Sharma** fosters an interactive, hands-on learning experience, enriching students' understanding of commerce and preparing them for real-world business challenges.



Ashutosh Sharma
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Report on Student-Centric Method

Report on: Student Centric Method

Method Used : PPT, GD, Case studies.

Faculty Name & Department: Disha Sharma, Faculty of Commerce(Law).


The **Student-Centric Method** is an approach that places students at the center of the learning process, where they actively participate and engage in their own education. This method fosters critical thinking, collaboration, and practical application of knowledge. In the **Faculty of Commerce (Law)**, Ms. Disha Sharma uses a combination of **PowerPoint Presentations (PPTs)**, **Group Discussions (GD)**, and **Case Studies** to encourage active participation and deeper understanding of the legal concepts and business-related laws.

2. Methods Used

Ms. Disha Sharma employs the following key methods to facilitate a student-centered learning experience:

- **PowerPoint Presentations (PPTs):**
 - PPTs are a visual and interactive method used by Ms. Sharma to introduce and explain complex legal topics. The use of PPTs ensures that key concepts are clearly highlighted and organized, making it easier for students to understand and retain information.
 - PPTs provide a structured way of presenting information, with bullet points, charts, and visuals that summarize legal principles, case laws, and statutes in a concise format. This method helps students absorb key points while allowing room for discussion and clarification.
 - The PPTs often include examples, images, and questions to encourage student interaction, making the lectures more engaging and thought-provoking.




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- **Group Discussions (GD):**

- **Group Discussions (GD)** are an essential component of **Ms. Sharma's** teaching approach. This method encourages students to discuss legal issues, case studies, and current legal topics in a group setting.
- During **GD** sessions, students are divided into small groups and assigned topics related to the course content. Each group is encouraged to debate and analyze the legal aspects of the topic, presenting arguments and counterarguments based on their understanding of the material.
- The **GD** method promotes critical thinking, as students must form opinions, listen to others' perspectives, and defend their arguments using legal knowledge. It also enhances communication skills, teamwork, and the ability to think on their feet—skills that are essential for a career in law.

- **Case Studies:**

- **Case Studies** are used to bridge the gap between theoretical knowledge and real-world legal applications. **Ms. Sharma** incorporates case studies from various legal domains, such as contract law, business law, and corporate governance, to demonstrate how legal principles are applied in actual situations.
- Students are asked to analyze case studies, identify legal issues, and apply relevant laws to solve problems or make informed decisions. This method encourages students to think critically about real-world situations, enhancing their problem-solving and analytical skills.
- The case studies often include landmark court decisions or contemporary legal issues, allowing students to gain a deeper understanding of how the law evolves and is interpreted in various scenarios.

The **Student-Centric Method** employed by **Ms. Disha Sharma** in the **Faculty of Commerce (Law)** effectively engages students in the learning process and encourages deeper understanding of legal principles. Through the use of **PowerPoint Presentations (PPTs)**, **Group Discussions (GDs)**, and **Case Studies**, **Ms. Sharma** creates an interactive and collaborative learning environment that promotes critical thinking, communication, and practical application of legal knowledge.

By actively involving students in discussions and case analysis, this approach helps them develop essential skills such as problem-solving, teamwork, and analytical reasoning. It also prepares them to apply theoretical knowledge in real-world legal contexts, making them more competent and confident as future legal professionals.

Studies enhances the learning experience by fostering student participation, critical thinking, and practical application of legal knowledge.




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Attendance of Student centric teaching & learning methodologies

(Bcom)

Sr.No	Name of the faculty	Teaching Methods	Materials Provided (yes or no)	Remark/ Suggestions	Signature
1	Dr S. S Bhandan (Bcom)	Exponential Learning	Yes	NO	Karan Tayade
2	Mr. Manoj Gurav	Youtube videos	Yes	NO	Suter Bhavnis
3	Mr. Parul Santu	Problem Solving	Yes	NO	Ansari Liza
4	Ms. Maya Bodke	PPT	Yes	NO	Ingoletosh Jithu
5	Dr. Pradhan	Youtube videos	Yes	NO	Dhruv Shirani Shriv
6	Ms. Jyoti Yadav	Practical	Yes	NO	Tikka Pooram Pooram
7	Mr. Abhijeet	classroom notes	Yes	NO	Abhijit Kadam Vardha
8	Mr. Pawan	case studies	Yes	NO	Singh Nisha Nisha
9	Mr. Anand	Chalk & duster	Yes	NO	Shivani Rutik Rutik
10	Mr. Ravindra	chalk & duster	Yes	NO	more Prunali Prunali
11	Ms. Savita	classroom	Yes	NO	Patil Namrata Namrata
12	Mr. Shreedeeep	PPT	Yes	NO	Group Prunali
13	Ms. Jyotsna	Case studies	Yes	need to solve more problems	Patil Akash Akash



Sr.No	Name of the faculty	Teaching Methods	Materials Provided (yes or no)	Remark/ Suggestions	Signature
14	Dr. Ghodke	PPT	yes	need to give class room notes	Guidi A. Akurik Bikash
15	Ms. Yogda	classroom notes	yes	NO	Mohite Dipak Dipak
16	Dr. Jagtap	Y.T. videos	yes	NO	Kadum Rishul Raha
17	Mr. Sharma	Experimental method	yes	NO	Kadum Rishul Raha
18	Ms. Disha	Case studies	yes	NO	Verma Saksh



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Attendance of Student centric teaching & learning methodologies

[BAF] 2023-2024

Sr.No	Name of the faculty	Teaching Methods	Materials Provided (yes or no)	Remark/ Suggestions	Signature
1	Dr. S.S. Bhandari (A & F)	Participative Learning	Yes	NO	Tambe Omkar
2	Mr. Manoj Gurav	Google Classroom	Yes	NO	Tatil Shrutika
3	Mr. Pawan Sonitkar	Numerical problem	Yes	NO	Vanaya
4	Ms. Maya Bodke	Debate, GD	Yes	NO	Singh Aman Singh
5	Dr. Pradhan	Youtube videos	Yes	NO	Pal Amit
6	Ms. Syeti	Practical, ICT	Yes	NO	Shelar Shree Dhanashree
7	Mr. Abhijeet	Problem solving	Yes	NO	Manoj
8	Mr. Pawan	Youtube videos	Yes	NO	Honraj
9	Mr. Anand	classroom notes	Yes	NO	Blavesh Mihre
10	Mr. Ravindra	classroom notes	Yes	NO	Vigal
11	Ms. Sautra	Case Studies	Yes	NO	Masarnat
12	Mr. Shrodeedep	PPT	Yes	NO	Sahe Pragati
13	Ms. Syatsna	case studies	Yes	NO	Anubag



Shankar

Sr.No	Name of the faculty	Teaching Methods	Materials Provided (yes or no)	Remark/ Suggestions	Signature
14	Dr. Ghodke	discussing method	Yes	no	Singh Anjan
15	Ms. Yogita	Problem solving	Yes	no	Shouff Badad
16	Dr. Jagtap	chalk & dustar	Yes	no	Tanay & Amit
17	Mr. Sharma	Problem solving	Yes	no	Amit
18	Ms. Disha	Case studies	Yes	no	Bhavesha



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Phone: (022) 27703154 Email: bba.bhce@gmail.com

Attendance of Student centric teaching & learning methodologies

[BMS] 2023-2024

Sr.No	Name of the faculty	Teaching Methods	Materials Provided (yes or no)	Remark/ Suggestions	Signature
1	Dr. S.S. Bhandari (Management)	Case Studies	Yes	no	Shelika Avisa Anika
2	Ms. Manoj Gusav	PPT	Yes	NO	Pardey Atul Atul
3	Mr. Parul Sankh	PPT	Yes	no	Tika Nikhil Nikhil
4	Ms. Maya Bodke	oral, PPT	yes	No	Lad Kavita Kavita
5	Dr. Pradhan	Problem Solving	Yes	no	more Neha Neha
6	Ms. Jyoti	Youtube videos, Assignments	Yes	no	Shu Babli Babli
7	Ms. Abhijeet	Tutorials, Assignment	Yes	No	Pawan Akash Akash
8	Ms. Pawan	discussion method	Yes	no	Vinay Bipin Bipin
9	Mr. Anand	Youtube videos	Yes	no	Group Mr. Anand Anand
10	Mr. Ravindra	Youtube video	Yes	no	Bhushan Akash Akash
11	Ms. Savita	PPT	Yes	No	Atul Atul
12	Mr. Shreedeeep	Case Studies	Yes	no	Ranini Nikhil
13	Ms. Jyotna	discussion method	yes	no	Sate Sate



Shardhi

Sr.No	Name of the faculty	Teaching Methods	Materials Provided (yes or no)	Remark/ Suggestions	Signature
14	Dr. Ghodke	Chalk & duster	yes	no	Shankar Harani Harani
15	Ms. Yogita	Youtube videos	yes	no	Manoj Dhas Dhas
16	Dr. Jagtap	Youtube videos	yes	NO	Shankar Dhas
17	Ms. Sharma	Participative learning	yes	NO	Chudji Ayo Ayo
18	Ms. Disha	PPT	yes	no	Praveer A.A. Kesh A.A. Kesh



(Handwritten Signature)

PRINCIPAL
BBA'S Bunts College of Higher Education
(Night College) Jainagar, Navi Mumbai.