



St. Vincent College
(Affiliated to Savtribai Phule Pune University)
Pune -411037

Title of the Event	Seminar on “Personality Development and the Basics of Finance”		
Date of the Event	13th February 2025	Place of the event	St. Vincent College, Pune
Objectives of the Event	The seminar aimed to holistically empower commerce undergraduates by integrating essential soft skills—such as communication, confidence, and emotional intelligence—with foundational financial literacy, including budgeting, saving, and responsible investing. It sought to bridge the gap between academic knowledge and real-world personal and professional competence.		
Name/s of the Resource Persons	_____		
A short narration of the program			
Seminar on “Personality Development and the Basics of Finance”			
In alignment with the institution’s vision of nurturing well-rounded, confident, and financially literate graduates, St. Vincent College, Pune, successfully conducted a comprehensive seminar titled “Personality Development and the Basics of Finance” on 13th February 2025. Designed specifically for undergraduate commerce students, the seminar integrated two critical domains of personal and professional growth—soft skills and foundational financial knowledge—into a cohesive, experiential learning experience. This initiative directly supports the National Education Policy (NEP) 2020’s emphasis on holistic development, life skills education, and the integration of cognitive, social, and practical competencies within higher education. The seminar was held in the college and witnessed enthusiastic participation from students across all three years of the B.Com programme. Structured as a dual-module session, the event began with an engaging discourse on Personality Development, focusing on communication excellence, emotional intelligence, professional etiquette, self-presentation, and confidence-building strategies. The speaker emphasized that in today’s competitive landscape, technical knowledge must be complemented by interpersonal finesse, adaptability, and a growth mindset. Interactive elements—including impromptu speaking exercises, body language demonstrations, and group reflection activities—enabled students to move beyond theory and practice key skills in real time.			



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The second module, “Basics of Finance,” provided a clear, accessible introduction to essential financial concepts relevant to both personal life and professional aspirations. Topics covered included budgeting, saving, understanding credit and debt, the power of compounding, introduction to investment instruments (such as savings accounts, fixed deposits, mutual funds, and equity), and the importance of financial goal-setting. Special attention was given to demystifying jargon and illustrating principles through relatable, everyday scenarios—such as managing pocket money, planning for higher education expenses, or evaluating part-time income opportunities. The session also underscored the ethical dimensions of financial decision-making and the long-term consequences of fiscal habits formed early in life.

A distinguishing feature of the seminar was its deliberate integration of the two themes: students were encouraged to view financial literacy not just as a technical skill but as an expression of personal responsibility and maturity—core components of a well-developed personality. Conversely, effective communication and self-awareness were framed as vital assets in financial negotiations, career advancement, and entrepreneurial pursuits. This interdisciplinary linkage reinforced the college’s commitment to breaking down silos between “soft” and “hard” skills, fostering a more integrated model of student development.

The session concluded with an open forum where students posed thoughtful questions on topics ranging from overcoming stage fright and building a professional digital presence to starting a student investment club and understanding the role of fintech in modern finance. The high level of engagement reflected both the relevance of the content and the effectiveness of the facilitator’s student-centric, participatory approach. This seminar significantly contributes to the institution’s broader goals of producing graduates who are not only academically proficient but also emotionally intelligent, ethically grounded, and financially empowered. By embedding life skills within the academic calendar, the Department of Commerce reaffirms its dedication to preparing students for the multifaceted challenges of higher education, employment, and civic life. The event also aligns with key quality assurance benchmarks related to value-added courses, student support, and outcome-based education.



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All aspects of the seminar have been thoroughly documented, including session materials, attendance records, student feedback summaries, and photographic evidence, and are archived for institutional review and accreditation purposes. In response to overwhelming student demand, the department plans to institutionalize this seminar as a biannual feature and expand it into a short certificate module that combines workshops, peer mentoring, and practical assignments.

Through this forward-looking and integrative initiative, St. Vincent College continues to champion a vision of commerce education that is as humanistic as it is analytical—equipping students not just to succeed in the marketplace, but to thrive as responsible, self-assured, and financially conscious citizens of tomorrow.

Name of the Collaborating Agency	_____
Learning Outcomes of the Event for the Participants	Students developed greater self-awareness and interpersonal effectiveness while gaining practical tools to manage personal finances and make informed economic decisions. The dual focus helped them recognize the interdependence of character development and financial responsibility in achieving long-term success and well-being.
Learning Outcomes for the Organizing team	The organizing faculty enhanced their ability to design and deliver integrated, life-skills-based curricular extensions that respond to students' developmental needs. They also strengthened their pedagogical approach to blending theoretical concepts with experiential learning, reinforcing the department's role in fostering outcome-oriented, value-added education.
No. of Participants	Undergraduate Students of St. Vincent College
Faculty in Charge	Dr. Gilbi John
Documents Attached	1. Attendance Sheet 2. Geotag photographs 3. Resume of resource persons if any 4. Copy of remuneration paid if any 5. Notice of the event 6. Thank you letter to the resource persons