



S. P. Sampathy's Siva Sivani Educational Society(2906/97)

SIVA SIVANI DEGREE COLLEGE

(Affiliated to Osmania University)

CAMPUS RECRUITMENT TRAINING

ACADEMIC YEAR 2020-2021



S. P. Sampathy's Siva Sivani Educational Society(2906/97)

SIVA SIVANI DEGREE COLLEGE

(Affiliated to Osmania University)

Campus Recruitment Training (CRT)

The college prioritizes **Campus Recruitment Training (CRT)** as a distinct practice that commences from day one. This comprehensive training encompasses various components such as JAM, GD, case studies, PPT presentations, mock interviews, case studies, workshops, versant rounds, communicative English, role-playing, situational talks, psychometric tests, behavioral interviews, and coding challenges, seamlessly integrated into the regular class schedule.

CRT is not just an isolated initiative; it is an integral part of every course and specialization, initiating from the very first day of classes. While beginners experience a more foundational approach in their first year, the intensity of practice steadily increases as students' progress through senior classes, ensuring a rigorous and thorough preparation at all levels.

In the Just a Minute round, various levels with guidelines govern the dos and don'ts, fostering systematic practice. To enhance engagement, tools like placards, emoji's, the snowball game, and spontaneous JAM are incorporated. Faculty encourages flexibility in CRT sessions, allowing them to be both informative and interesting. Special evaluation sheets capture student performance, and feedback from both students and faculty contributes to the effectiveness of these sessions.

Group Discussions, spanning corporate GD, video GD, and discussions on burning topics and current affairs, aim to cultivate proactive and spontaneous responses in students. These discussions serve as a platform for improving communication skills, expanding knowledge on current affairs, honing business communication, and fostering quick, analytical responses to diverse situations.

The Case Study approach, a time-honored process in CRT at Siva Sivani, incorporates diverse case studies—comparative, business, critical thinking, video, problem-solving, and analytical. These case studies offer students practical insights into the business world, teaching them how to react and make informed decisions.



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Debates serve as dynamic forums for students to articulate and defend their perspectives on various topics. Following a structured format with opening statements, rebuttals, cross-examinations, and closing statements, participants engage in intellectual discourse. The college's debate culture likely contributes to the development of critical thinking, research prowess, and effective communication skills among students.

Situational talks students engage in discussions that simulate professional environments. Conducting a situational talk for our college students involved creating a structured discussion around a specific topic or scenario. This includes situations relevant to their field of study, encouraging them to consider various perspectives, communicate effectively, and develop problem-solving skills.

Aptitude topics encompass a diverse range of cognitive abilities essential for problem-solving and critical thinking. Numerical Aptitude involves mathematical proficiency, assessing one's ability to work with numbers, solve equations, and interpret data. Verbal Aptitude focuses on language skills, evaluating comprehension, vocabulary, and verbal reasoning.

Workshops are exponential learning sessions for students. Different real time topics were taken and accordingly activities were designed. Tools were used to make innovative working process for the development of each individual on the concepts they were taken. Workshop programs for students can cover a wide range of topics and skills to enhance their personal, academic, and professional development.

Presentation skills is crucial for students, as it enhances their ability to communicate ideas, engage with audiences, and showcase their knowledge. Students get explore on understanding who their audience is and tailor presentation to their level of understanding and interest. Different topics were given priorly to understand the topics in detail while preparing presentation by using MS Power point tool



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ACTION PLAN

S. No	Activities	Objective
1	Group Discussions	To evaluate speaking power, thinking, listening abilities and logical approach for a particular topic. It helps in developing presentation skills, good communication skills.
2.	Just A Minute	Improves self-confidence, oral communication skills, helps in time management and facing interviews.
3.	Debate	To discuss relevant topics and ideas, to engage in activities beneficial to their personal and professional development, and to increase the visibility of issues throughout the campus and community
4.	Situational Talk	Aims to address challenges, make decisions, share information, and work together effectively within a given situation. The objectives are typically geared toward achieving positive outcomes and ensuring that everyone involved is on the same page regarding the situation's status and requirements.
5	Aptitude	To make the students how to solve conceptual based problems with tricks & also help them to prepare well & cope with the tough competition.



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6	Workshop	Provide knowledge and develop skills. Provide fun, interactive and hands on opportunities to enhance learning. To cater for different learning styles and learning needs.
7	Presentations	It allows students to convey information to train, to persuade, to motivate the audience. To learn public speaking, confidence, maintaining proper body language.
8.	Case Study	The objective of the Case studies is effective ways to get students to practically apply their skills and their understanding of learned facts to a real-world situation.



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S. P. Sampathy's Siva Sivani Educational Society(2906/97)
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Letter to the Principal

Date: 16-07-2020

To
The Principal
Siva Sivani Degree College

Respected Mam,

SUB: Request for conducting Campus Recruitment Training (CRT)

As the Head of the departments of Siva Sivani Degree College, I am writing to formally request your permission to organize a Campus Recruitment Training (CRT) program within our esteemed college which is a part of our continuous strives to bring the top companies to the college premises & to equip our students with essential skills and knowledge necessary for successful participation in recruitment processes. CRT is scheduled for all the years of BBA, B. SC & B. Com.

We will be grateful to you for the same and go ahead with the necessary arrangements.

Thanking you

Regards


HOD / Faculty Coordinator




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CIRCULAR

Date: 18-07-2020

To:

All Faculty Members, Staff, and Students

Subject: Campus Recruitment Training (CRT) Program.

We are pleased to announce the commencement of a Campus Recruitment Training (CRT) program at Siva Sivani Degree College. This initiative is aimed at enhancing the employability skills of our students and preparing them for upcoming recruitment processes. The detailed schedule, for the CRT program including specific timings will be shared in subsequent communications.

Activities:

- Group Discussions
- Jam sessions
- Debate
- Situational talk
- Aptitude
- Workshop
- Presentations
- Case studies

We encourage faculty members to actively support and participate in the CRT program. Your valuable insights and guidance will contribute significantly to the success of this initiative. All students are strongly encouraged to take advantage of this valuable opportunity to enhance their employability skills and gain a competitive edge in the job market.

Copy to:

1. Principal
2. Notice board
3. Filing



Mamathap

Principal

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GROUP DISCUSSION

At Siva Sivani Degree College, Group Discussions (GDs) are instrumental in preparing students for the dynamic challenges of the professional world. A pivotal element in the recruitment process, GDs serve as a structured platform for evaluating candidates' communication, collaboration, and presentation skills within a group dynamic. Typically involving 6 to 15 participants, these discussions focus on specific topics or problems relevant to contemporary industry demands.

The emphasis at Siva Sivani Degree College goes beyond assessing mere knowledge; GDs play a vital role in gauging interpersonal skills, teamwork, and the ability to think critically under pressure. By integrating GDs into the academic framework, the college ensures that students not only excel in their respective fields but also cultivate the essential soft skills sought by employers. This strategic approach aligns with the college's commitment to holistic education, empowering students to navigate and succeed in a competitive professional landscape.

Group Discussion Topics

1. Is movies promote violence and social evils
2. Democracy is a hurdle to economic reforms in India
3. Should the rich and wealthy in India be taxed more?
4. Digital payments are secure and India is ready to go 100% cashless
5. Chinese goods are a threat to Indian businessmen and economy
6. Modi's 'Make in India' campaign is better than the old 'Made in India' campaign
7. Demonetization is a successful and effective move
8. Govt. can easily control rising petrol prices
9. Super intelligence and Artificial Intelligence: Is it a boon or bane?
10. Caste-based reservation must be replaced with economic status and education of parents
11. Social Media: A boon or a bane for the society?
12. Should the Indian economy be privatized?



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13. Agriculture Vs Manufacturing Industry in India
14. Will India be able to double Farmers' Income in the next 5 years?
15. Is Globalization an Opportunity or a Threat?
16. India V/s China: Will India remain way behind China?
17. How beneficial is the merger of Public Sector Banks?
18. Social Media: Impact on human behaviour and society
19. Is MBA necessary to be Successful in Business?
20. How important is it to be patient in Business and Management?

Do's and Don'ts in a Group Discussion

There are certain things which should be done and which shouldn't be done to make an effective contribution in the GD. Here's a list of Do's and Don'ts of participating in the GD.

Do's of participating in a GD:

1. Listen to the subject carefully
2. Put down your thoughts on a paper
3. Initiate the discussion if you know the subject well
4. Listen to others if you don't know the subject
5. Support your point with some facts and figures
6. Make short contribution of 25-30 seconds 3-4 times
7. Give others a chance to speak
8. Speak politely and pleasantly. Respect contribution from other members.
9. Disagree politely and agree with what is right.
10. Summarize the discussion if the group has not reached a conclusion.



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Don'ts of participating in a Group Discussion

1. Initiate the discussion if you do not have sufficient knowledge about the given topic.
2. Over speak, intervene and snatch other's chance to speak.
3. Argue and shout during the GD
4. Look at the evaluators or a particular group member
5. Talk irrelevant things and distract the discussion
6. Pose negative body gestures like touching the nose, leaning back on the chair, knocking the table with a pen etc.
7. Mention erratic statistics.
8. Display low self-confidence with shaky voice and trembling hands.
9. Try to dominate the discussion
10. Put others in an embarrassing situation by asking them to speak if they don't want



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ACTIVITY REPORT 1

ACTIVITY NAME : CRT
CLASS : BBA IICH
THEME : Group Discussion
TOOLS USED : White board, Papers, Pen, Evaluation Sheets
PARTICIPANTS : 45

DESCRIPTION:

Group Discussion is a discussion involving a number of people who share a common topic, exchange ideas, opinions, and information to reach a collective decision or solution.

Session 1: 10 mins (Introduction): Explained rules (Do's and Don'ts)

Session 2: 5 mins (Participants): Divided students into teams and appointing observers

Session 3: 25 mins (Evaluation): Allowing students for discussion

Session 4: 5 mins (Feedback): Observers gave feedback for teams

OBJECTIVES:

To evaluate speaking power, thinking, listening abilities and logical approach for a particular topic. It provides opportunities for social interaction and support. It helps in testing speaking skills, developing presentation skills, hand gestures, good communication skills.

OUTCOMES:

It promotes deeper understanding of a topic and increases attention helps to maintain their focus by involving learning process. The Students learn how to evolve thinking and come to a conclusion for a certain topic.



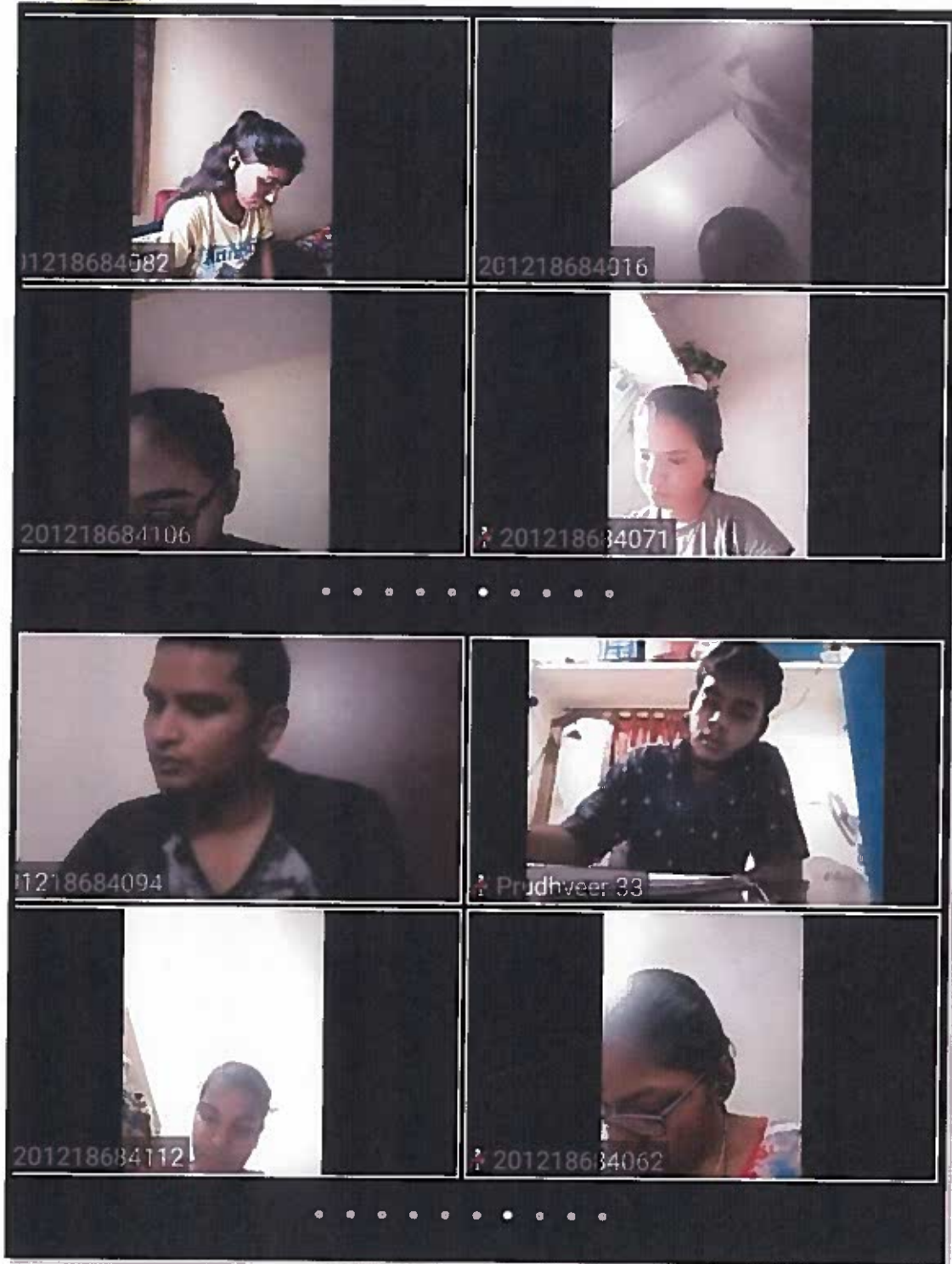
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Evaluation Sheet

Class: BBA BCh

Faculty: Madhavi

Date: 13/04/2021

Group Discussion

Evaluation sheets

S.no	Attribute	Marks	Participants								Remark
			1	2	3	4	5	6	7	8	
1	Communication	10	1	2	3	4	5	6	7	8	1) Dilip
2	Content	5	0	2	5	2	0	0	1	0	2) Manoj
3	Participation	5	0	1	4	0	1	2	2	1	3) Shreya
4	Body Language	5	0	2	5	0	1	3	1	2	4) Bhaskar
5	Team Work	5	0	3	2	4	0	2	2	4	5) Pralgun
6	Leadership Skills	5	0	1	1	1	1	1	1	1	6) Aditya
	Delivery skills	5	0	0	2	0	3	0	0	0	7) Divya
	Closure/ Summary	5	0	1	1	0	2	0	2	1	8) Raksh
	Total	50	0	0	1	0	0	0	0	0	9) Harikante

↳ Social Media marketing use Social

S.no	Attribute	Marks	Participants								Remark
			1	2	3	4	5	6	7	8	
1	Communication	10	9	8	9	9	8	8	8	9	1) Manogna
2	Content	5	3	3	3	3	3	3	3	3	2) Vaishlani
3	Participation	5	5	5	5	5	5	5	5	5	3) Musika
4	Body Language	5	4	3	4	4	3	3	4	4	4) Bhavana
5	Team Work	5	5	5	5	5	5	5	5	5	5) Vanitha
6	Leadership Skills	5	4	5	5	5	4	4	4	4	6) Manasa
	Delivery skills	5	2	3	3	3	2	2	2	3	7) Ravali
	Closure/ Summary	5	3	3	3	2	3	2	4	3	8) Harika
	Total	50									9) Navya

↳ Importance of netiquette in Digital Age

S.no	Attribute	Marks	Participants								Remark
			1	2	3	4	5	6	7	8	
1	Communication	10	9	10	10	9	8	9	10	9	1) Sangeetha
2	Content	5	4	4	4	4	4	4	4	4	2) Kattika
3	Participation	5	5	5	5	5	5	5	5	5	3) Keishna
4	Body Language	5	4	4	4	4	3	4	3	3	4) Santhosh
5	Team Work	5	5	5	5	5	5	5	5	5	5) Hani
6	Leadership Skills	5	3	2	4	2	3	2	2	3	6) Srivalli
	Delivery skills	5	2	3	3	2	4	5	2	4	7) Lakshmi
	Closure/ Summary	5	3	3	4	2	3	4	3	3	8) Prakash
	Total	50	35	36	39	33	35	38	34	36	9) Srikanth



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ACTIVITY REPORT 2

ACTIVITY NAME: CRT

CLASS: B.COM III B

THEME: Group Discussion

TOOLS USED: White board, Papers, Pen, Evaluation Sheets

PARTICIPANTS: 51

DESCRIPTION:

Group Discussion is a discussion involving a number of people who share a common topic, exchange ideas, opinions, and information to reach a collective decision or solution.

Session 1: 10 mins (Introduction): Explained rules (Do's and Don'ts)

Session 2: 5 mins (Participants): Divided students into teams and appointing observers

Session 3: 25 mins (Evaluation): Allowing students for discussion

Session 4: 5 mins (Feedback): Observers gave feedback for teams

OBJECTIVES: To evaluate speaking power, thinking, listening abilities and logical approach for a particular topic. It provides opportunities for social interaction and support. It helps in testing speaking skills, developing presentation skills, hand gestures, good communication skills.

OUTCOMES:

It promotes deeper understanding of a topic and increases attention helps to maintain their focus by involving learning process. The Students learn how to evolve thinking and come to a conclusion for a certain topic.



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Evaluation Sheet

Date 19/9/20

Co-ordinator
Srikanthika
Sreha

Evaluation sheets

Group Discussion

S.no	Attribute	Marks	Participants								Remark	
			1	2	3	4	5	6	7	8		
1	Communication	10	5	2	1	6	4	4	2	1	1	1) K. Chandana (Need to improve)
2	Content	5	3	3	4	5	4	3	2	2	4	2) Bharathi (Need to improve)
3	Participation	5	2	2	1	3	3	4	2	2	3	3) D. Jahnvi (Good)
4	Body Language	5	2	3	4	4	4	3	3	5	4	4) M. Sriisha (Good)
5	Team Work	5	4	2	2	3	3	3	3	3	3	5) T. Jahnvi (Good)
6	Leadership Skills	5	2	4	2	4	4	4	4	5	2	6) T. Jahnvi (Need to improve)
	Delivery skills	5	3	4	5	3	3	3	4	3	5	7) Sneha (Need to improve)
	Closure/ Summary	5	3	2	3	3	3	4	4	3	3	8) Tanuja (Good)
	Total	50	25	29	24	31	33	24	23	26	22	9) Pooja (Good)

Date 19/9/20

Observer:
Swarmanjali
Srivani

S.no	Attribute	Marks	Participants								Remark	
			1	2	3	4	5	6	7	8		
1	Communication	10	7	9	5	5	6	6	8	8	5	S. Bharani - 110 Good
2	Content	5	2	1	3	2	3	3	4	5	4	P. Srikanthika - 125 Good
3	Participation	5	5	5	3	2	3	3	5	4	5	Ch. Sriisha - 68 improve
4	Body Language	5	4	5	2	1	3	4	4	4	4	C. Meghana - 67 improve
5	Team Work	5	4	5	3	1	2	3	4	5	4	Shruthi - 105 improve
6	Leadership Skills	5	4	5	3	1	2	3	4	5	4	Krishna Sree - 117 Good
	Delivery skills	5	5	5	4	5	5	4	4	5	5	Pranavi - 82 Good
	Closure/ Summary	5	4	5	1	3	2	2	5	4	5	Swarmanjali (observer) - 112
	Total	50	38	49	19	20	23	23	38	38	38	Srivani (observer) - 54 Alekya



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JUST A MINUTE

At Siva Sivani Degree College, the "Just a Minute" (JAM) speaking exercise stands as a dynamic tool for honing students' spontaneous communication skills. This engaging activity involves participants speaking on a given topic for one minute, navigating the challenge of avoiding hesitation, repetition, or deviation. Beyond being a fun and interactive exercise, JAM serves a dual purpose: to enhance quick thinking and articulate thoughts persuasively while adhering to the time constraint.

Siva Sivani Degree College recognizes the significance of these skills in academic and professional spheres. JAM sessions not only foster confidence in students' ability to express ideas on the spot but also contribute to their overall communication proficiency. By integrating such exercises, the college emphasizes a holistic approach to skill development, ensuring that students are well-equipped to face diverse communication challenges in their academic journey and future careers.

Just a Minute Topics

1. Online vs Offline classes.
2. A Memorable moment.
3. My favorite subject/topic.
4. Bad experience.
5. College Life.
6. School Days.
7. My Best friend
8. Corruption.
9. Pollution.
10. Mobile usage.
11. Men vs women.
12. Unemployment.
13. Tell about your village.
14. Robots or Humans?



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15. Education or Character?
16. Is dowry good or evil?
17. How far television helps school students.
18. How do you respond if someone is in need?
19. Should coffee or tea be consumed every day?
20. Will human beings live on Mars in the future?

Jam Sessions Do's and Don'ts

Do's of Jam Session

1. Never be nervous in this round.
2. Make eye contact
3. Must see to the faces of the interviewing people and as well as neighbouring people.
4. Your voice must be very clear and audible to everyone.
5. Give a presentation and brief details about your topic.
6. Present your topic of JAM in clear and simple language.
7. Better choose the JAM topic which is related to Political, Social, Economic, Legal/Language and Technical.
8. Use good Grammar.
9. Use the words like- However, certainly, defiantly. Avoid using the word "But".
10. While concluding the topics use the words like- Therefore, In brief, In short, Hence.
11. Be positive and maintain a positive outlook.
12. Finish your JAM topic with a Thank You giving.

Don't of Jam Session

1. Don't be Nervous this is the main drawback of disqualifying in JAM round.
2. Don't do grammatical mistakes.
3. Avoid Clichés
4. Avoid long Pauses
5. Just use simple and clear English slang while presenting your topic in JAM rounds.
6. Don't use mother tongue anywhere in the JAM rounds.



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ACTIVITY REPORT 1

ACTIVITY NAME: CRT

CLASS: BBA III K

THEME: JAM (JUST A MINUTE)

TOOLS USED: White board, Papers, Pen, Evaluation Sheets

PARTICIPANTS: 55

DESCRIPTION:

Session – 1: Each student is presented with different topics, provided with 30 seconds of time to think on the topic and one-minute time is given to speak spontaneously.

Session – 2: Duration: 35 mins: Each student one after one was executing the given topic for 1 minute.

Session – 3: Evaluation of each student is done based on their hand gestures, body language, confidence levels, fillers and pauses, anxiety levels, stage fear, communication skills and Time management.

Session – 4: Duration 10 Minutes: Finally, feedback is given to students for further improvement and progress.

OBJECTIVE:

Jam is one of the prominent rounds of interview process conducted for campus recruiting Trainings, and it improves the fluency, accuracy and time management skills, and improved the confidence levels in students to get through the interviews in Campus Selections.

OUTCOME: Students exhibited their potential and thought process with spontaneity with their confidence, by utilizing the given time appropriately and overcome their stage fear.



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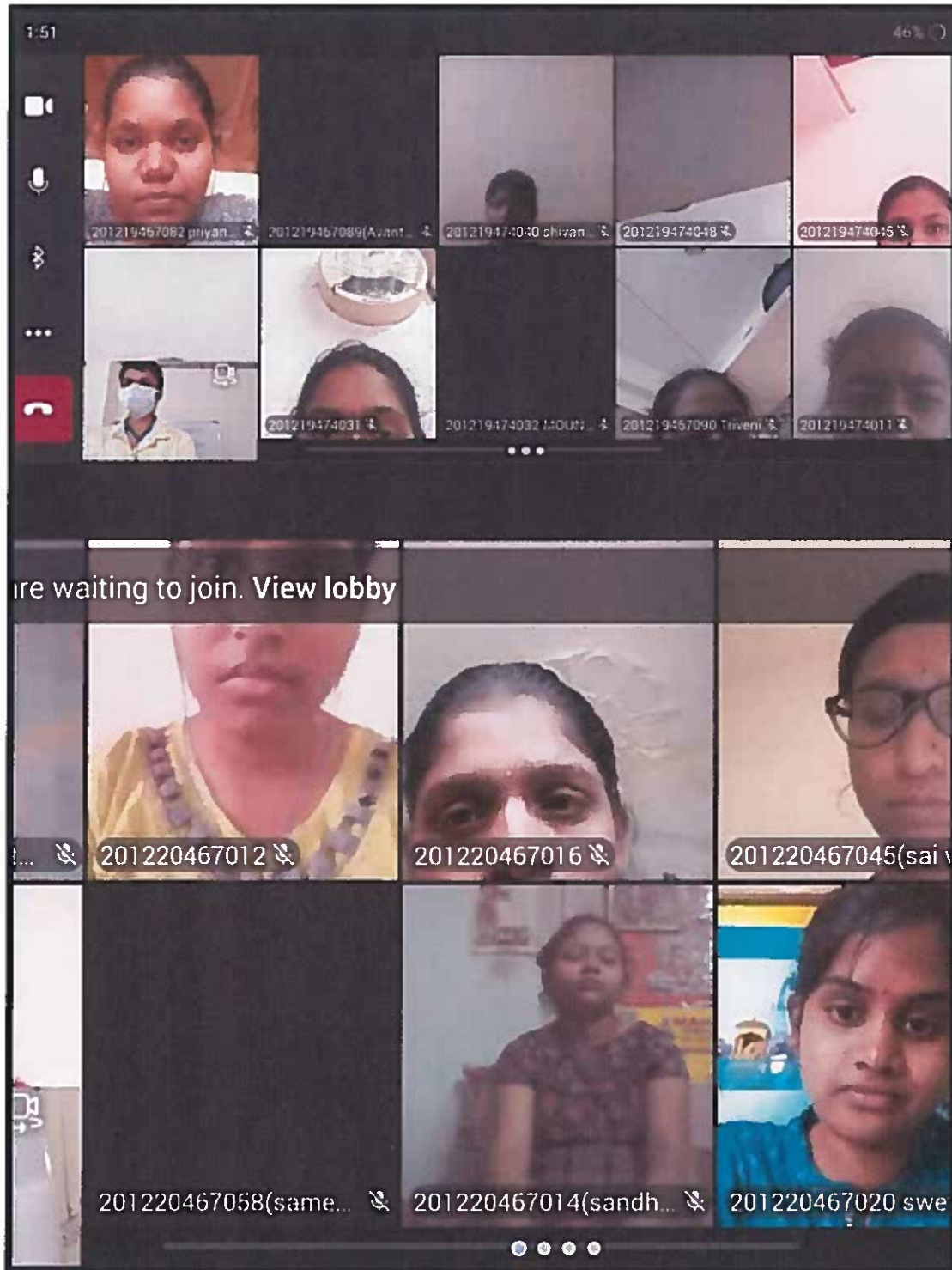
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Evaluation Sheet

BBA #11

Evaluation Schedules

9/9/2020

Just a Minute (JAM)

Roll No	Name	Content 2M	Body 2M Language	Time Mgt 2M	Logical Thinking	Comm. Skills 2M	Conclution 2M	Total 10M
1	Harshavardhan	1	2	2	1	2	2	10
2	Sai Krishna	2	1	1	1	2	1	8
3	Pranav	1	1	2	2	1	2	9
4	Mahithi	1	2	1	1	1	2	8
5	Aakash	2	2	2	2	2	1	11
6	Vamsi shas	1	1	1	2	2	2	9
7	Ashwin	1	1	2	1	1	2	8
8	Vardhan	2	2	2	1	2	2	11
9	Tanvi	1	1	2	2	2	1	9
10	Akanksha	2	2	1	1	2	2	10
11	Loumya	2	2	1	2	2	2	11
12	Arushi	1	1	2	2	2	1	9
13	Jyothika	2	2	2	2	2	2	12
14	Aarthya	1	1	1	1	1	1	5
15	Sujitha Rao	2	2	1	2	2	1	10
16	Hemant	1	1	2	1	1	2	8
17	Anusha	1	1	1	2	1	1	7
18	Nivya	2	2	1	2	1	1	9
19	Harshini	1	2	2	1	2	2	10
20	Jrini vas.	1	2	2	1	2	2	10

Principal





ACTIVITY REPORT 2

ACTIVITY NAME: CRT

CLASS: B.COM III A

THEME: JAM (JUST A MINUTE)

TOOLS USED: White Board and Marker, Evaluation Sheets

PARTICIPANTS: 54

DESCRIPTION:

Session – 1: Each student is presented with different topics, provided with 30 seconds of time to think on the topic and one-minute time is given to speak spontaneously.

Session – 2: 35 mins. Each student one after one was executing the given topic for 1 minute.

Session – 3: Evaluation of each student is done based on their hand gestures, body language, confidence levels, fillers and pauses, anxiety levels, stage fear, communication skills and Time management.

Session – 4: Duration 10 Minutes: Finally, feedback is given to students for further improvement and progress.

OBJECTIVES:

JAM improves self-confidence, oral communication skills, helps in time management and facing interviews.

OUTCOMES:

JAM activities are nothing but a test of their knowledge and time management skills. Students improved their presentations skills and overcome the nervousness.



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Evaluation Sheet

B.com 3A

Evaluation Schedules

10/11/2021

Just a Minute (JAM)

Roll No	Name	Content 2m	Body 2m Language	Time Mgt 2m	Logical Thinking 2m	Comm.Skills 2m	Conclusion 2m	Total 12m
1	Ravali	2	1	2	2	2	2	11
2	Sai sharan	1	1	2	2	1	1	8
3	Sushma	2	2	1	1	2	2	11
4	Madhavi	1	2	1	2	1	2	9
5	Abhishek	2	1	1	2	2	2	10
6	Angdeep	1	2	2	1	1	2	9
7	Saath	2	2	1	2	2	1	10
8	Virek	1	1	1	2	2	1	8
9	Rajyani	2	1	1	2	2	2	10
10	Anushka	2	2	2	2	1	1	10
11	Kiran	2	1	2	2	1	1	9
12	Neelish	1	1	2	2	2	1	10
13	Shiva	2	2	1	2	1	2	10
14	Mohammad	1	2	2	1	0	1	7
15	Abhishek	1	0	1	2	2	0	6
16	Sushma	2	2	0	1	2	1	8
17	Vineela	1	2	1	1	1	1	7
18	Anushka	2	2	1	1	0	0	6
19	Shomi	1	1	2	1	1	1	7
20	Amreen	2	2	2	2	2	2	12

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DEBATE

At Siva Sivani Degree College, debates serve as dynamic forums for students to articulate and defend their perspectives on various topics. Following a structured format with opening statements, rebuttals, cross-examinations, and closing statements, participants engage in intellectual discourse. The college's debate culture likely contributes to the development of critical thinking, research prowess, and effective communication skills among students. Covering diverse subjects, these debates foster intellectual exploration and provide a platform for constructive dialogue. Siva Sivani Degree College's approach to debates is likely a valuable educational tool, encouraging students to analyze, articulate, and defend their ideas in a challenging and supportive environment.

DEBATE Topics

- a. Is technology increasing people's quality of life?
- b. Is artificial intelligence dangerous?
- c. Should potential employers consider an applicant's social media during a job application?
- d. Should humans invest in technology to colonize other planets?
- e. Has email improved communication?
- f. Do video games make us smarter or are their cognitive benefits overrated?
- g. Is technology making people less productive?
- h. Should schools use computer games for classroom instruction?
- i. Is technology making us more distant than connected to people?
- j. Should all cars be electric?
- k. Do we still have control over technology or is it already controlling us?
- l. Should animal testing be allowed?
- m. Do we need to make immunization mandatory?
- n. Are vaccines risky or safe for children?
- o. Do electronic voting machines make the electoral process more efficient?
- p. Is global warming fact or myth?



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- q. Should governments start banning plastic bags and plastic packaging?
- r. Are humans to blame for global warming?
- s. Should the export of live animals be banned?
- t. Is overpopulation a threat to the environment

Dos and Don'ts of Debate

Dos:

1. Have a deep understanding of the topic. Solid research forms the foundation for compelling arguments.
2. Structure your arguments logically. Have a clear opening statement, present supporting evidence, and conclude with a strong closing statement.
3. Tailor your arguments to your audience. Consider their values, beliefs, and level of understanding regarding the topic.
4. Speak with conviction and confidence. It enhances your credibility and makes your arguments more compelling.
5. Pay attention to your opponent's arguments. This allows you to respond effectively and address specific points.
6. Support your arguments with reliable and verifiable information. Credible sources add weight to your points.
7. Stick to the time limits for each speaking turn. Being concise ensures that you convey your message clearly and effectively.
8. Even if you strongly disagree, show respect for your opponent's right to express their opinions. Avoid personal attacks.
9. Be flexible in your approach. If you notice that a particular argument is not resonating with the audience, be prepared to adjust your tactics.
10. Focus on the main issue and avoid getting sidetracked. Straying from the topic can dilute the impact of your arguments.

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Don'ts:

- 1.: Avoid logical fallacies, such as ad hominem attacks or slippery slope arguments.
2. While emotions can enhance your delivery, ensure that your arguments are grounded in facts and logic.
3. Respect your opponent's speaking time. Interruptions can be disruptive and reflect poorly on your debating skills.
4. Find a pace that allows for clarity and comprehension. Speaking too quickly can make you difficult to follow, while speaking too slowly may lose the audience's interest.
- 5.: Acknowledge valid points made by your opponent. Dismissing all opposing views without consideration weakens your position.
6. While some technical language may be necessary, avoid excessive jargon that could confuse the audience.
7. If your arguments are challenged, respond calmly and with additional evidence. Avoid becoming defensive, as it may give the impression that your position is weak.
8. Stick to the allocated time for each segment. Failing to do so can disrupt the flow of the debate and may result in missed opportunities to present key points.
9. Your body language, facial expressions, and gestures contribute to your overall impact. Pay attention to non-verbal cues.
10. Stay humble. The outcome of a debate is often subjective, and assuming victory can make you appear arrogant. Instead, focus on presenting a strong and well-supported case.



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ACTIVITY REPORT 1

ACTIVITY NAME: CRT

CLASS: BCOM 2B

THEME: Debate

TOOLS USED: Verbal instructions

PARTICIPANTS: 53

DESCRIPTION:

Session 1: 10 mins (12:30 – 12:40) (Introduction- Student are presented with a topic, provided with 2 minutes of time to think on the topic and time is given to present their opinions)

Session 2: 10 mins (12:40 – 12:50) (Participants- the speakers on the affirmative team presents arguments in support of the resolution & The other speakers on the opposing team presents arguments opposing the resolution)

Session 3: 15 mins (12:50 – 1:05) (Evaluation- debaters are evaluated based on the ability to form balanced, informed arguments and to use reasoning and evidence.)

Session 4: 10 mins (1:05 – 1:15) (Feedback- Feedback was given to motivate, encourage, and challenge the debaters.)

OBJECTIVES:

The objective of Debate is to function keeping in mind the vision of providing opportunities to the students interested in social change and community organization, to discuss relevant topics and ideas, to engage in activities beneficial to their personal and professional development, and to increase the visibility of issues throughout the campus and community

OUTCOMES:

Debate helped learners to see the power of deploying rational, reasoned arguments and compelling evidence in action. It enables them to elucidate their standpoint through utilizing rhetorical eloquence. It instills in debaters a great sense of poise and confidence. It teaches them the skills of researching, organizing, and presenting information in a compelling fashion.



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Evaluation Sheet

B.com 2B 46/31/20

Evaluation Sheet for Debate

For Debate Statement	Presentation Skills	Organization of Argument	Use of Information	Strength of Argument	SubTotal
Student Name	SM	SM	SM	SM	20M
1. Manasa M	5	4	4	3	16
2. Chomdama	4	4	3	4	15
3. Pooya	3	5	4	3	15
4. Neha	5	4	5	3	17
5. Ruchitha	3	2	1	2	8
6. Akshitha	1	4	5	3	13
7. Parami	1	3	2	5	11
8. Kauthuk	2	2	3	2	9
9. Meeraj	3	3	2	1	9
10. Manasa.P	4	4	3	3	16
Total	31	35	32	29	

Against Debate Statement	Presentation Skills	Organization of Argument	Use of Information	Strength of Argument	SubTotal
Student Name	SM	SM	SM	SM	20M
1. Abhishekya	4	3	3	2	12
2. Jyotshna	5	5	3	4	17
3. Pravalika	3	2	3	3	11
4. Shashan	2	2	4	5	13
5. Sayyanti	5	5	5	4	19
6. Akhil	4	3	3	3	13
7. Anil	2	3	4	3	12
8. Viswas	5	3	2	1	11
9. Sai Chasam	4	2	3	1	10
10. Penendar	3	2	4	2	11
Total	37	30	34	26	



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ACTIVITY REPORT 2

ACTIVITY NAME: CRT

CLASS: BSC II CVR

THEME: Debate

TOOLS USED: Verbal instructions

PARTICIPANTS: 53

DESCRIPTION:

Session 1: 10 mins (12:30 – 12:40) (Introduction- Student are presented with a topic, provided with 2 minutes of time to think on the topic and time is given to present their opinions)

Session 2: 10 mins (12:40 – 12:50) (Participants- the speakers on the affirmative team presents arguments in support of the resolution & The other speakers on the opposing team presents arguments opposing the resolution)

Session 3: 15 mins (12:50 – 1:05) (Evaluation- debaters are evaluated based on the ability to form balanced, informed arguments and to use reasoning and evidence.)

Session 4: 10 mins (1:05 – 1:15) (Feedback- Feedback was given to motivate, encourage, and challenge the debaters.)

OBJECTIVES:

The objective of Debate is to function keeping in mind the vision of providing opportunities to the students interested in social change and community organization, to discuss relevant topics and ideas, to engage in activities beneficial to their personal and professional development, and to increase the visibility of issues throughout the campus and community

OUTCOMES:

Debate helped learners to see the power of deploying rational, reasoned arguments and compelling evidence in action. It enables them to elucidate their standpoint through utilizing rhetorical eloquence. It instills in debaters a great sense of poise and confidence. It teaches them the skills of researching, organizing, and presenting information in a compelling fashion.



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Evaluation Sheet

Evaluation Sheet for Debate

B.Sc 11 CVR 20/03/21

For Debate Statement Student Name	Presentation Skills SM	Organization of Argument SM	Use of Information SM	Strength of Argument SM	SubTotal
1. Suheel	1	3	2	2	8
2. Manoj	3	4	1	3	11
3. Ruchika	2	1	3	4	10
4. Manvi	4	5	5	2	16
5. D. Balaji	5	2	5	5	17
6. Ruchika	3	5	1	4	13
7. Niharika	5	3	5	5	18
8. Manisha	1	4	1	1	7
9. Prathvi	4	2	2	3	11
10. Akhaya	2	5	5	2	14
Total	30	34	30	31	

Against Debate Statement Student Name	Presentation Skills	Organization of Argument	Use of Information	Strength of Argument	SubTotal
1. Swetha	2	3	4	5	14
2. Ranvya	5	3	4	4	16
3. Sowmya	3	1	5	3	12
4. Akhil	4	6	1	1	10
5. Lokesh	2	5	2	2	11
6. Sai Charan	5	4	3	2	14
7. Anreth	4	1	2	5	12
8. Bhargavi	1	2	1	4	8
9. Rakul	3	5	2	3	13
10. Aditya	4	5	5	4	
Total	33	33	29	33	



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SITUATIONAL TALK

In situational talks at Siva Sivani Degree College, students engage in discussions that simulate professional environments. Conducting a situational talk for our college students involved creating a structured discussion around a specific topic or scenario. This includes situations relevant to their field of study, encouraging them to consider various perspectives, communicate effectively, and develop problem-solving skills. These also includes integrate guest speakers or industry professionals to provide insights and practical applications of the academic concepts discussed, bridging the gap between theory and real-world application. Overall, situational talks aim to prepare students for the challenges they may encounter in their future careers by immersing them in practical, context-driven dialogues.

Do's and Don'ts of Situational talk

Dos:

1. Grasp the details and nuances of the situation before offering your input.
2. Seek additional information to enhance your understanding of the situation.
3. Adjust your communication style based on the nature of the situation
4. Think critically and consider different viewpoints.
5. If the situation is challenging or high-pressure, maintain composure
6. When appropriate, provide constructive solutions to address challenges
7. If the situation involves a group or team, foster collaboration
8. If the situation involves emotions or challenges, express empathy.
9. Tailor your language to the situation. Avoid technical jargon.
10. If applicable, follow up on the situation to ensure that any agreed-upon actions are taken.

Don'ts:

1. Avoid making assumptions about the situation without sufficient information.
2. While it's important to be informed, avoid overwhelming the conversation with excessive details.
3. Respect the opinions and ideas of others.
4. In challenging situations, avoid panic.
- 5.: If emotions are involved, don't ignore them.
6. Refrain from jumping to conclusions or making hasty decisions.
- 7.: Adaptability is key in situational talks.
8. Actively listen to others before offering your input.
9. Maintain a professional and respectful tone.

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ACTIVITY REPORT 1

ACTIVITY NAME: CRT

CLASS: B. Com II-HON

THEME: Situational talk

TOOLS USED: White board, Papers, Pen, Evaluation Sheets

PARTICIPANTS: 46

DESCRIPTION: Situational talk refers to a type of conversation or communication that is focused on a specific situation or context. It typically involves discussing or addressing the details, circumstances, and elements of a particular situation or scenario. This type of communication is often characterized by its relevance, as it aims to provide information, make decisions, or solve problems related to the situation at hand.

Session 1: 10 mins (Introduction): Explained rules (Do's and Don'ts)

Session 2: 30 mins (Participants): Presentation of the students

Session 3: 5 mins (Feedback): students Feedback

OBJECTIVES:

Situational talk serves as a dynamic and context-specific form of communication that aims to address challenges, make decisions, share information, and work together effectively within a given situation. The objectives are typically geared toward achieving positive outcomes and ensuring that everyone involved is on the same page regarding the situation's status and requirements.

OUTCOMES:

Situational talk highlights the importance of effectively addressing and managing various situations, from crises and emergencies to everyday decision-making and problem-solving scenarios, Information Sharing, Coordination and Planning, Conflict resolution, Communication Clarity, Achieving Desired Outcomes, Team Building and Collaboration Evaluation and Learning.



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ACTIVITY REPORT 2

ACTIVITY NAME: CRT

CLASS: BBA II V

THEME: Situational talk

TOOLS USED: White board, Papers, Pen, Evaluation Sheets

PARTICIPANTS: 46

DESCRIPTION: Situational talk refers to a type of conversation or communication that is focused on a specific situation or context. It typically involves discussing or addressing the details, circumstances, and elements of a particular situation or scenario. This type of communication is often characterized by its relevance, as it aims to provide information, make decisions, or solve problems related to the situation at hand.

Session 1: 10 mins (Introduction): Explained rules (Do's and Don'ts)

Session 2: 30 mins (Participants): Presentation of the students

Session 3: 5 mins (Feedback): students Feedback

OBJECTIVES:

Situational talk serves as a dynamic and context-specific form of communication that aims to address challenges, make decisions, share information, and work together effectively within a given situation. The objectives are typically geared toward achieving positive outcomes and ensuring that everyone involved is on the same page regarding the situation's status and requirements.

OUTCOMES:

Situational talk highlights the importance of effectively addressing and managing various situations, from crises and emergencies to everyday decision-making and problem-solving scenarios, Information Sharing, Coordination and Planning, Conflict resolution, Communication Clarity, Achieving Desired Outcomes, Team Building and Collaboration Evaluation and Learning.

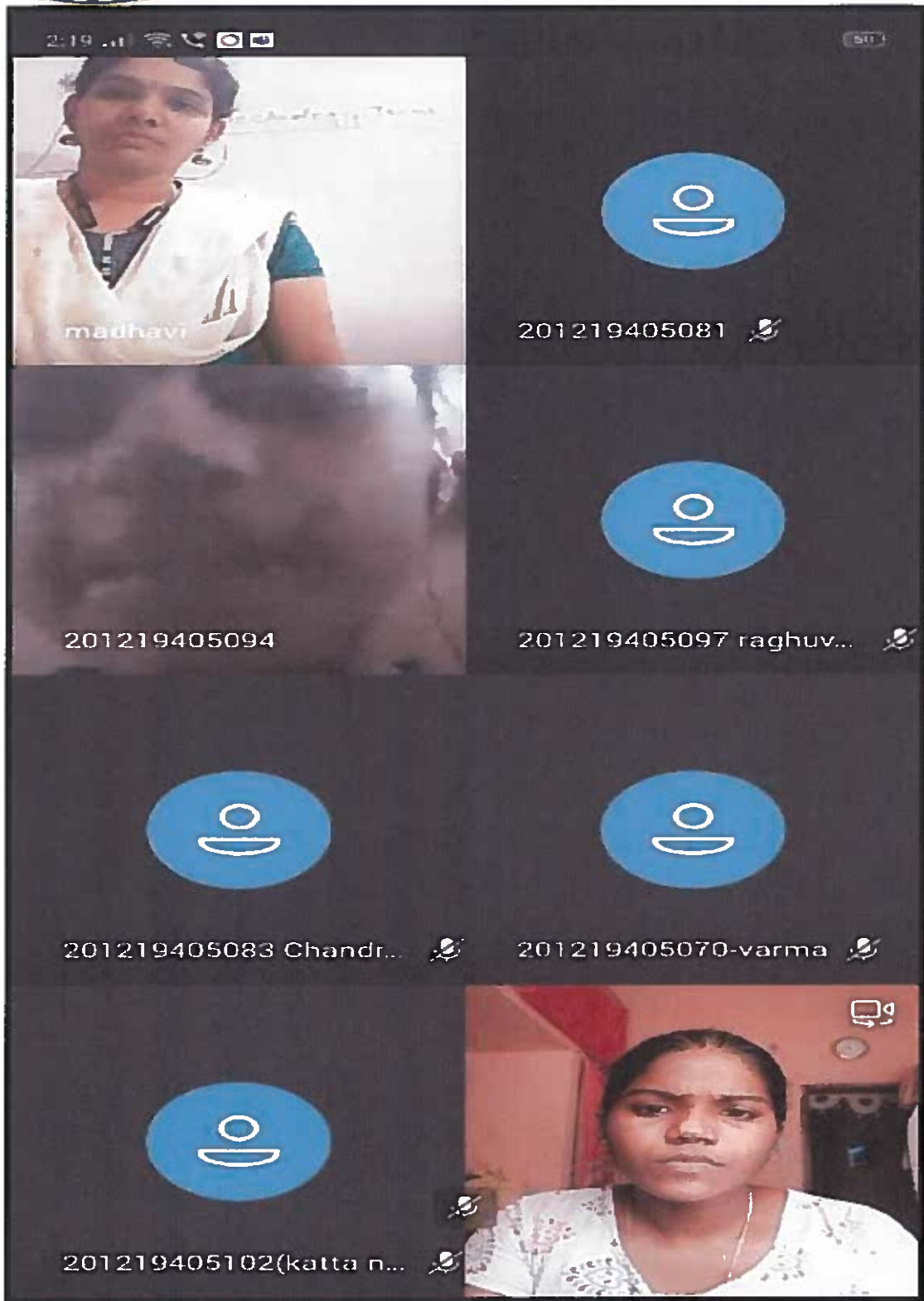


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APTITUDE

Aptitude topics encompass a diverse range of cognitive abilities essential for problem-solving and critical thinking. Numerical Aptitude involves mathematical proficiency, assessing one's ability to work with numbers, solve equations, and interpret data. Verbal Aptitude focuses on language skills, evaluating comprehension, vocabulary, and verbal reasoning. Abstract Reasoning measures logical thinking and pattern recognition without language or numerical elements. Spatial Aptitude gauges one's ability to visualize and manipulate objects in space. Logical Reasoning involves deductive and inductive reasoning, assessing the ability to analyze information systematically. Overall, aptitude tests aim to evaluate a person's innate abilities and potential in various cognitive domains. These assessments are commonly employed in educational and employment settings to gauge an individual's suitability for specific tasks, roles, or academic pursuits. Developing aptitude skills is crucial for success in academic, professional, and problem-solving contexts, making these topics integral components of comprehensive skill assessments.

Aptitude Do's and Don'ts

Dos:

1. Engage actively in classroom discussions and activities related to aptitude.
2. Don't hesitate to ask questions if you find certain topics challenging.
3. Regularly practice problems and exercises related to aptitude.
4. Work with your classmates on aptitude-related assignments or problems
5. Regularly review your class notes to reinforce the concepts covered in aptitude-related lessons.
6. Supplement you're learning with additional resources, such as textbooks, online tutorials, or practice tests.
7. If you're struggling with specific aptitude concepts, consider seeking extra help from your teacher or a tutor.
8. During tests or exams, practice effective time management.
9. Participate in study groups focused on aptitude-related topics.
10. Keep your notes, textbooks, and practice materials well-organized.



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Don'ts:

1. Avoid procrastinating when it comes to aptitude-related assignments or studying.
2. Ensure you have a solid understanding of foundational concepts.
3. Don't underestimate the value of practice. Regularly practicing problems helps reinforce your skills and build confidence.
4. Mistakes are part of the learning process. Don't be afraid to make errors;
5. Attend all aptitude-related classes. Missing classes can result in gaps in your understanding of key concepts.
6. If you're struggling, don't be afraid to ask for help.
7. Utilize a variety of resources to gain a comprehensive understanding of aptitude concepts.
8. Aptitude often involves problem-solving, and collaborating with peers can provide valuable insights.
9. Regularly assess your understanding of aptitude topics through self-quizzes or practice tests.
10. Balance your academic efforts with proper sleep, nutrition, and relaxation.



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ACTIVITY REPORT 1

ACTIVITY NAME: CRT

CLASS: B. Sc III R

THEME: Aptitude

TOOLS USED: White board, Papers, Pen

PARTICIPANTS: 46

DESCRIPTION:

Session 1: 30mins - Explained the Concepts, formulas and rules of simple & compound interest in detail with few examples & tricks.

Session 2: 10mins - Given few problems to the students to solve by themselves by using the formula & tricks explained in the class.

Session 3: 5mins - Given 5 problems to do homework & taken feedback from the students.

OBJECTIVES: To make the students how to solve conceptual based problems with tricks & also help them to prepare well & cope with the tough competition.

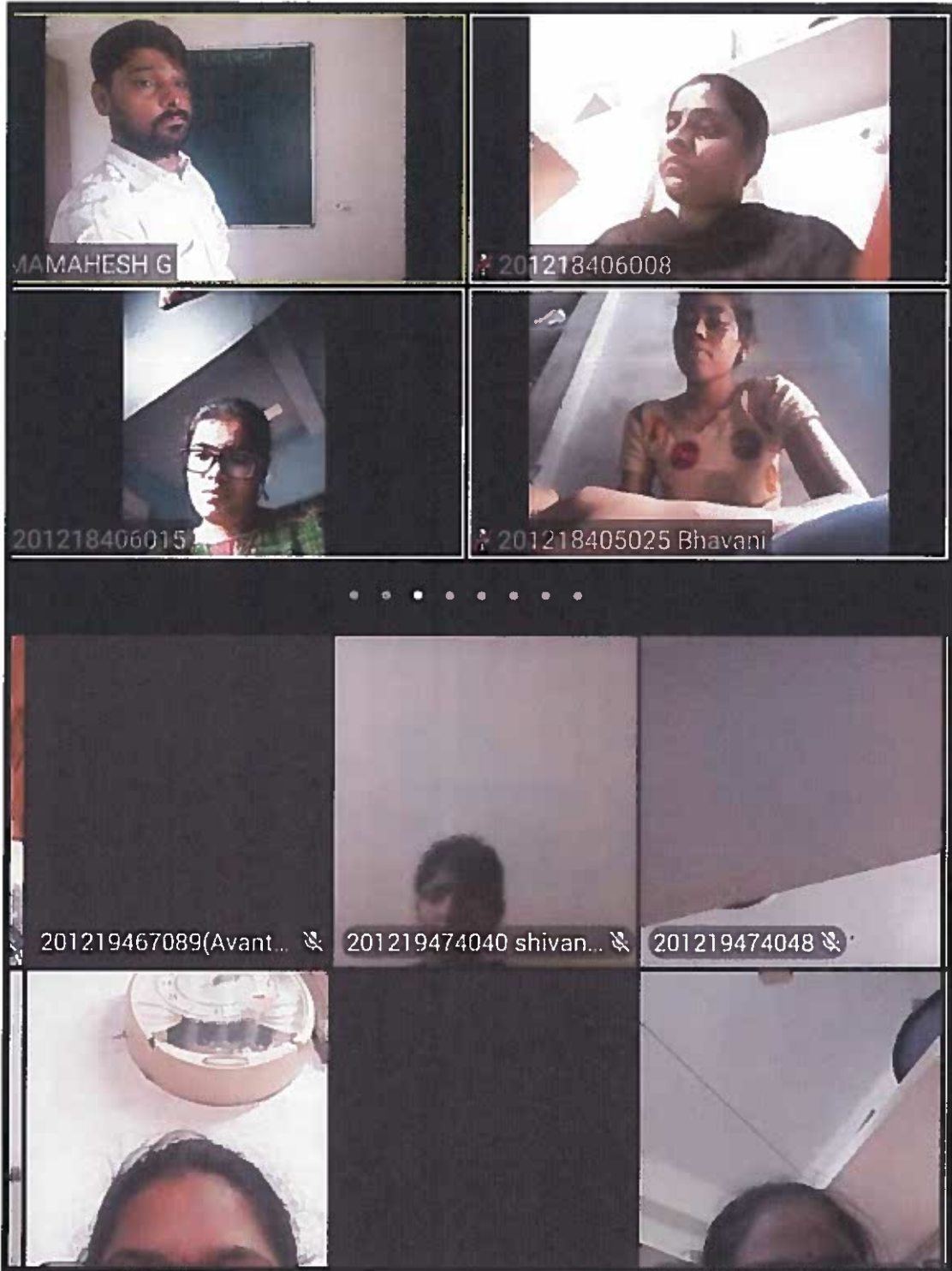
OUTCOMES: Students can easily attempt the problems related to simple & compound interest in various competitive examinations and entrance tests.





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ACTIVITY REPORT 2

ACTIVITY NAME: CRT

CLASS: B. Com III A

THEME: Aptitude

TOOLS USED: White board & Marker

PARTICIPANTS: 46

DESCRIPTION:

Session 1: 30mins - Explained the Concepts, formulas and rules of compound interest problems in detail with few example s& tricks.

Session 2: 10mins - Given few problems to the students to solve by themselves by using the formula & tricks explained in the class.

Session 3: 5mins - Given 5 problems to do homework & taken feedback from the students.

OBJECTIVES: To make the students how to solve conceptual based problems with tricks & also help them to prepare well & cope with the tough competition.

OUTCOMES: Students can easily attempt the problems related to simple & compound interest in various competitive examinations and entrance tests.



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WORKSHOP

Workshops are exponential learning sessions for students. Different real time topics were taken and accordingly activities were designed. Tools were used to make innovative working process for the development of each individual on the concepts they were taken. Workshop programs for students can cover a wide range of topics and skills to enhance their personal, academic, and professional development. Traditional and modern way of execution techniques been used depending upon the different variants of the workshop.

Different Methodologies of Workshop

1. Leadership and Development Workshop
2. Entrepreneurship Workshop
3. Communication Skills
4. Soft Skills Enhancements
5. Arts and Creativity
6. Career Development Workshop
7. Navigating the World of Computer Science Workshop



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Workshop Do's and Donts

Dos:

1. Familiarize yourself with the workshop agenda, any pre-workshop materials, or suggested readings.
2. Engage actively in discussions, activities, and exercises.
3. Capture key points, concepts, and insights during the workshop.
4. Take advantage of networking opportunities during breaks or group activities..
5. If something is unclear, don't hesitate to ask questions.
6. Create a respectful and inclusive atmosphere.
7. there are feedback sessions or surveys, share your thoughts on what worked well and areas for improvement.
8. Identify opportunities to apply the knowledge and skills gained during the workshop.
9. Minimize distractions and stay focused during the workshop.
10. If there are post-workshop resources, assignments, or suggested readings, make an effort to follow up on them.

Don'ts:

1. Be punctual. Arriving late disrupts the flow of the workshop and may cause you to miss important information.
2. Avoid behaviors that distract or disrupt the learning experience for others.
3. If electronic devices are allowed, use them responsibly.
- 4.: Don't be a passive observer. Actively participate in discussions and activities rather than simply listening.
5. While it's important to ask questions and contribute, avoid excessive interruptions.
6. Follow instructions provided by the facilitator.
7. Avoid making judgments about your peers or the facilitator.
8. If multitasking is discouraged, avoid activities that may compromise your ability to fully engage with the workshop content.
- 9.: Don't miss out on opportunities to connect with fellow participants.
10. After the workshop, don't let the newly acquired knowledge fade away.



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ACTIVITY REPORT 1

ACTIVITY NAME: CRT

CLASS: BBA IIK

THEME: Workshop on MS-EXCEL

TOOLS USED: Digital Board and computer lab.

PARTICIPANTS: 55

DESCRIPTION:

SESSION 1: (10.00-1.15) Conducted workshop on Excel, with detail briefing and explanation of real time business data and it's uses for certain business decisions in first session. Explained functions, charts, lookups and dashboards theoretically and practically.

Session 2: (1.45-3.15) Students executed the topics which are covered in session 1 effectively.

OBJECTIVE: Main objective to conduct this workshop is how students can use MS-EXCEL in real time

OUTCOMES: students took their own data which is useful to run the business and applied different functions and represented their data with the help of dashboards.



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ACTIVITY REPORT 2

ACTIVITY NAME: CRT

CLASS: B. Com II C

THEME: Workshop on MS-WORD

TOOLS USED: Digital Board and computer lab

PARTICIPANTS: 55

DESCRIPTION:

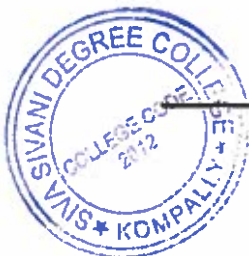
SESSION 1: (10.00-1.15) Started Session with basics of computing. Explained the basics, importance and real time usage of MS-WORD. Then theoretical and practical explanation given to the students on few topics from MS-WORD.

Session 2: (1.45-3.15) Students executed the topics which are covered in session 1 effectively.

OUTCOMES: students were able to use the above topics in their business to write an article or for data representation and to send any offer or appointment letters to their employees.

OBJECTIVE: Topics like TABLES, HEADER AND FOOTER and MAIL MERGE are useful for students to use these in their business real time.

PARTICIPANTS: Feedback from students and feedback from the organizer.



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PRESENTATIONS

Developing effective presentation skills is crucial for students, as it enhances their ability to communicate ideas, engage with audiences, and showcase their knowledge. Students get explore on understanding who their audience is and tailor presentation to their level of understanding and interest. Different topics were given priorly to understand the topics in detail while preparing presentation by using MS Power point tool. Students were benefited in both terms of learning and presentation skills development. presentations offer students a versatile platform to enhance their communication, organization, and presentation skills while facilitating effective learning and engagement. The benefits extend beyond the classroom, preparing students for various real-world scenarios where effective communication is essential.

Different Methodologies of Presentations

1. Informative Presentations
2. Business Presentations
3. Financial Term Presentations
4. General Presentations

Presentation DO's and don'ts

Dos:

1. Tailor your presentation to the knowledge level and interests of your classmates and instructor.
2. Rehearse your presentation multiple times to become familiar with the content and improve your delivery.
- 3.: Organize your presentation with a clear introduction, main points, and a conclusion.
4. Incorporate visual aids, such as slides or props, to enhance understanding
5. Enunciate your words, speak at a moderate pace, and ensure your voice projects well

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6. Connect with your audience by making eye contact. This demonstrates confidence and engagement.
- 7.: Be aware of and try to control nervous habits like fidgeting, pacing, or excessive use of filler words.
8. Invite questions from your classmates to foster engagement and clarify any points that may be unclear.
9. Present yourself professionally by dressing appropriately for the occasion.
- 10.: Summarize the key points of your presentation in the conclusion to reinforce important information.

Don'ts:

1. Avoid reading your presentation verbatim from notes or slides.
2. Keep slides simple and avoid too much text. Use bullet points, visuals, and concise phrases to convey information.
- 3.: Practice speaking at a moderate pace. Speaking too quickly can make it difficult for your audience to follow.
4. Face your audience throughout the presentation. Turning away can create a disconnection and hinder engagement.
5. Respect the allotted time for your presentation. Going over time may disrupt the schedule and impact your classmates.
6. Pay attention to your body language. Use natural gestures and maintain a confident posture to convey engagement.
7. Minimize the use of filler words such as "um," "uh," or "like." Practice pausing instead to gather your thoughts.
8. Pace yourself appropriately to ensure your audience can follow your presentation. Rushing can lead to confusion.
9. Stick to the main points and avoid including unnecessary or unrelated details. This ensures a focused and concise presentation.
10. Show enthusiasm and interest in your topic. Your attitude can influence how your audience perceives your presentation.



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ACTIVITY REPORT 1

ACTIVITY NAME: Presentations

CLASS: BBA 2CH

THEME: General topics

TOOLS USED: Projector, laptop, pen drive.

PARTICIPANTS: 54

DESCRIPTION: Students were given topics beforehand and asked to prepare PPT presentations. Total 30 teams given the presentations.

Session started at 10am to 3:15pm. question answer session was arranged; evaluators gave the feedback about their performance.

OBJECTIVES: To allow students to demonstrate how they organize and apply information and principles.

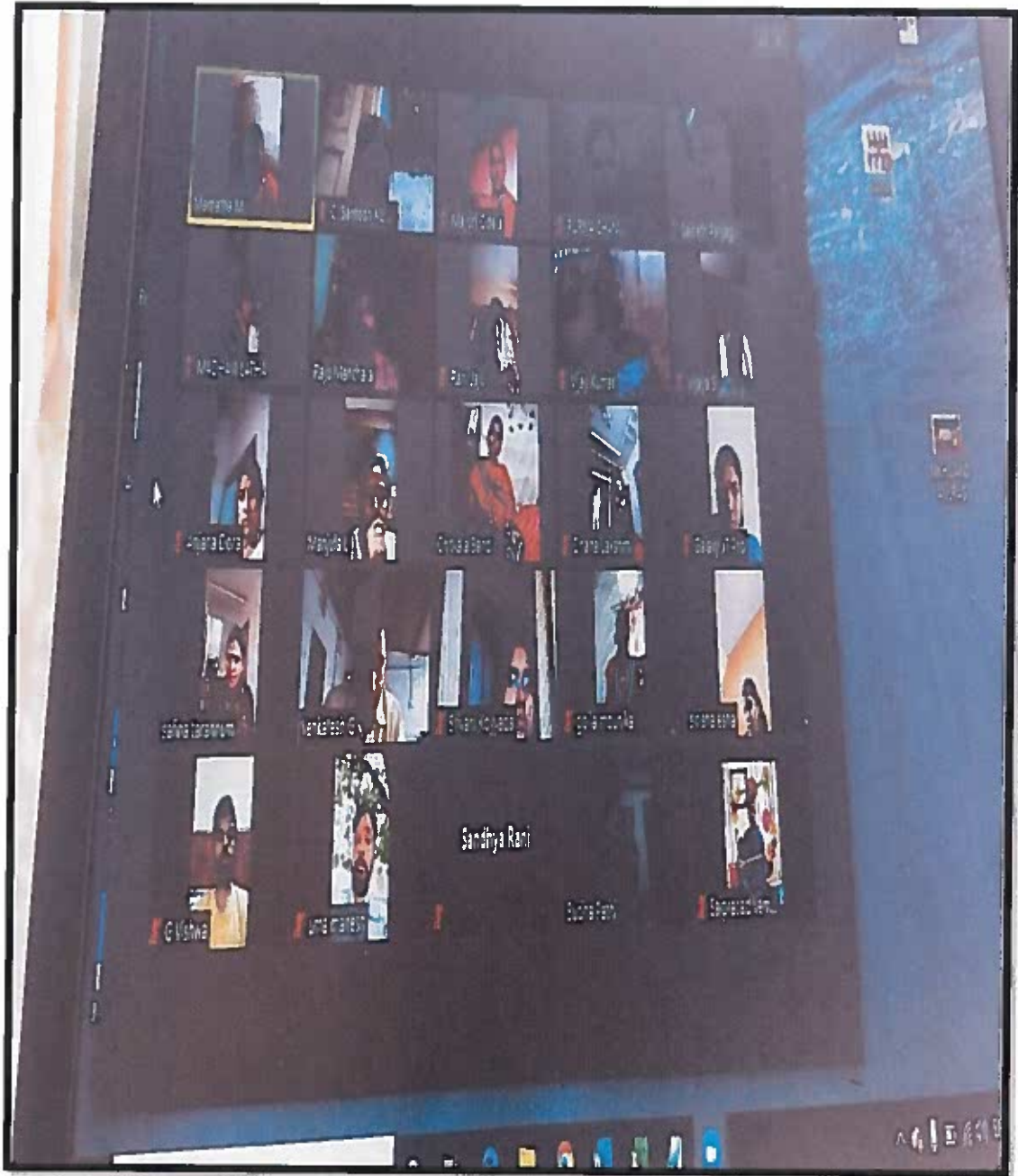
- To allow students to convey information to train, to persuade, to motivate the audience.
- To learn public speaking, confidence, maintaining proper body language.

OUTCOMES: Students learned creating PowerPoint presentation and presenting information and knowledge sharing with audience.



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Evaluation Sheet

16/2/21

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 PRESENTATION EVALUATION SHEET

STUDENT NAME	ROLL NO	CONTENT	SLIDES DESIGN	COMM.SKILL	TIME MGT	LOGICAL ANALYSIS	CONCLUSION	REMARKS
Abhinav	1	4	5	3	3	4	4	Improve the communication skills
A. Suresh	2	5	4	4	4	5	3	Can give more conclusion
Pranay	4	4	5	4	5	4	4	Good.
Kumar	6	5	3	2	3	4	2	Can Add more slides.
Sai Goud	7	4	4	5	5	4	4	Good.
Amal Kumar	8	5	5	4	4	5	4	Good.
Somnath	11	3	4	3	3	4	3	Improve Communication Skill
Abhavan	12	5	4	5	3	4	4	Need to complete within time
Aarth	15	4	3	2	5	4	3	Can give more conclusion
Ayesha	16	5	5	4	4	5	5	V. Good.
Divyashree	17	4	5	5	4	4	4	Good
Indrasena	18	5	5	5	4	5	5	Excellent.
Rasagna	19	5	3	5	4	3	5	Logical Analysis is missing
Lathika	20	4	5	3	5	4	5	Good
Vinay Goud	21	5	4	5	4	4	4	Good.
B. Vinay	22	3	5	4	3	4	3	Can add more content
Jayashree	26	4	4	3	2	3	2	Lagging in communication
Shelkar	27	5	3	2	3	3	3	Can add more slides
Vasanth Goud	30	5	4	4	5	5	5	V. Good
Sushanth	29	4	5	4	3	4	5	Time mgt is poor
CH Srish	32	3	3	5	4	4	3	Can add more content
Varsha	34	4	3	4	3	3	2	Conclusion is not in properly

Principal





ACTIVITY REPORT 2

ACTIVITY NAME: Presentations

CLASS: BBA 2CH

THEME: Topics in Financial subject

TOOLS USED: Projector, laptop, pen drive.

PARTICIPANTS: 48

DESCRIPTION: Students were given topics beforehand and asked to prepare PPT presentations. Total 30 teams given the presentations. Session started at 10am to 3:15pm. question answer session was arranged; evaluators gave the feedback about their performance.

OBJECTIVES: To allow students to demonstrate how they organize and apply information and principles.

- To allow students to convey information to train, to persuade, to motivate the audience.
- To learn public speaking, confidence, maintaining proper body language.

OUTCOMES: Students learned creating PowerPoint presentation and presenting information and knowledge sharing with audience.



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Evaluation Sheet

20/11/20

SIVA SIVANI DEGREE COLLEGE
PRESENTATION EVALUATION SHEET

STUDENT NAME	ROLL NO	CONTENT	SLIDES DESIGN	COMM. SKILL	TIME MGT	LOGICAL ANALYSIS	CONCLUSION	REMARKS
Ramya	4	5	5	4	3	2	1	Good
Anshika	14	5	5	4	4	3	4	better
Anvini	16	4	4	3	2	1	2	Excellent
Anva	20	3	3	2	2	1	1	Can add more content
Ravan	21	4	4	5	5	3	2	Very good
Venika	1	3	3	4	3	2	1	Need to improve
Keerthi	5	4	4	3	2	1	4	Good
Anvika	18	2	2	3	4	5	4	better
Teja	17	3	3	3	2	2	1	Need to improve
Alha	12	2	2	2	1	1	1	Add more slides
Sreedevi	11	4	5	4	4	5	4	Good
Pranya	9	5	5	5	4	5	4	Excellent
Rupini	15	5	5	4	5	5	4	Excellent
Anush	3	3	3	2	3	4	1	Good
Pravati	69	4	4	5	3	2	4	Good
Lagi	32	5	4	3	5	3	1	better
Padma	23	2	2	5	4	2	1	Average
Aranya	21	5	4	2	3	1	5	Good content
Anthon	35	5	4	2	1	3	1	Improve communication
Shargni	40	5	5	4	5	4	4	Very good with

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CASE STUDY

Case Studies are majorly fictional base which can be discussed and analysed in order to solve the issues been stated. In a month 4 case studies been dealt by the students where each students are collaborated with the team size of 10. Skimming and scanning the case with detail discussion with the team members adds more content to it. It also provides a bridge between theoretical concepts learned in the classroom and their practical application in real-world situations. Each individual student had applied business theories to analyse actual business problems and make informed decisions for the group performance. By participating in these types of activities students automatically developed critical thinking skills, problem solving skills , decision making skills and research skills which are much needed for the future development.

Different Types of Case Studies

1. Descriptive Case Studies
2. Pilot Case Studies
3. Analytical Case Studies
4. Ethnographic Case Studies
5. Comparative Case Studies



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Case study Do's and Don'ts

Do's:

1. Take the time to carefully read and understand the entire case
2. Approach the case in a structured manner. Identify the problem, gather information, analyze alternatives, and propose a solution.
3. If the case lacks critical details, feel free to seek additional information or make reasonable assumptions.
4. Integrate concepts and theories learned in class into your analysis. Show how the theoretical framework relates to the real-world scenario presented in the case.
5. Support your analysis and recommendations with evidence from the case.
6. Analyze the case from various viewpoints.
- 7.: Explore creative and innovative solutions to the problems presented in the case.
- 8.: If the case study is a group assignment, collaborate effectively with your peers.
9. Adhere to any guidelines or instructions provided by your instructor.
- 10.: Before submitting your case study, review and revise your work.

Don'ts:

1. Avoid skimming the case or rushing through the analysis.
2. Don't neglect any instructions provided by your instructor.
3. Avoid vague or unsupported recommendations.
- 4.: Consider the ethical implications of the case.
5. Stick to the relevant details of the case.
6. While thorough analysis is crucial, avoid overcomplicating your work with unnecessary jargon or complex language.
7. Explore different solutions to the problem presented in the case.
8. Do not copy content from external sources without proper citation.
9. Maintain focus on the main issues presented in the case.
10. Adhere to the submission deadlines for your case study



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ACTIVITY REPORT 1

ACTIVITY NAME: CRT

CLASS: BSC I DS'A

THEME: Case study

TOOLS USED: Smart board & case study materials papers

PARTICIPANTS: 46

DESCRIPTION: Case studies are prepared to find explanations for the different crises faced by Business World. Students can improve their skills by comprehending various case studies.

OBJECTIVE: The objective of the Case studies is effective ways to get students to practically apply their skills and their understanding of learned facts to a real-world situation. They are particularly useful where situations are complex and solutions are uncertain.

OUTCOME: Case study reports allowed business students an opportunity to hone their critical thinking skills for the complex and ambiguous situations that were presented case.

FEEDBACK FROM STUDENTS: We learned a lot of information from our case study topic. And we had an eye opening experience. We are looking forward for the next case study session.

FEEDBACK FROM THE ORGANISER: A student who tries their very best is the optimal type of student. I actively see this personality trait in all students who participated in today's case study analysis. This is precisely what I like to see in students, and they are committed to improvement and growth.

I find it commendable that these students are so innovative and actively tries to develop unique ideas during such sessions. Their ability to find new ways to accomplish assigned work and incorporate creativity into their work is something I value in my classroom. It's wonderful to have this perspective in my classroom.



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ACTIVITY REPORT 2

ACTIVITY NAME: CRT

CLASS: BCOM III HONS

THEME: Case study

TOOLS USED: Smart board & case study materials papers

PARTICIPANTS: 46

DESCRIPTION: Case studies are prepared to find explanations for the different crises faced by Business World. Students can improve their skills by comprehending various case studies.

OBJECTIVE: The objective of the Case studies is effective ways to get students to practically apply their skills and their understanding of learned facts to a real-world situation. They are particularly useful where situations are complex and solutions are uncertain.

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