



S. P. Sampathy's Siva Sivani Educational Society(2906/97)
SIVA SIVANI DEGREE COLLEGE

(Affiliated to Osmania University)

CAMPUS RECRUITMENT TRAINING ACADEMIC YEAR 2022-2023



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PRINCIPAL
Siva Sivani Degree College
Kompally, Medchal-Malkajgiri(Dt)-500100

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

SIVA SIVANI DEGREE COLLEGE

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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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Mock interviews, a crucial element for job placements, provide practical and valuable experience. Students receive schedules for these sessions, preparing with essentials like a tailored resume, JD, and attending pre-placement talks. The multi-round process includes written and technical tests, as well as behavioral, case study, psychometric, or situational rounds tailored to each course's requirements. Regular, targeted training ensures our students excel in campus placements.

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.



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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

Newspaper reading activity encourages students to read newspapers, learn about the news, and debate current issues. It also encourages critical thinking and reading comprehension skills. Additionally, it helps to foster a sense of civic engagement and responsibility. By discussing current events, students are able to gain a better understanding of the topics discussed, as well as gain a larger perspective.

Verbal communication is the exchange of information through spoken language. Here students engage in verbal communication during classroom discussions, presentations, and interpersonal interactions. This form of communication requires clear articulation, effective use of language, and the ability to express ideas coherently.

Versant rounds Improves English proficiency, communication skills, and their ability to adapt to different communication contexts. The Versant rounds helps the students' language abilities, preparing them for success in academics.



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Letter to the Principal

Date: 12-07-2022

To
The Principal
Siva Sivani Degree College

Respected Mam,

SUB: Request for conducting Campus Recruitment Training (CRT)

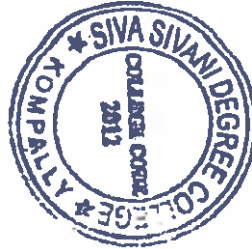
As the Head of the departments of Siva Sivani Degree College, I am writing to formally request your permission to organize a Campus Recruitment Training (CRT) program within our esteemed college which is a part of our continuous strives to bring the top companies to the college premises & to equip our 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

Heema
HOD/ Faculty Coordinator



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CIRCULAR

Date: 18-07-2022

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
- Newspaper reading
- Verbal communications
- Mock interviews
- Versant round
- Communicative English

All students are strongly encouraged to take this opportunity to enhance their employability skills.

Copy to:

1. Principal
2. Notice Board
3. Filing



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Principal
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CRT Timetable for B. COM, BBA & B. SC

Class	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1A	Shankar - Coding & Draw	Shankar - Coding & Drawing	Sivani - Appt	Parvati - GD	Shivalli - GD	Safira - Appt
REG	Number Series	Number Series	"	Debat	Jam	Debat
1B	Kavali - GD	Mura - GD	Shankar - Coding & Drawing	Shankar - Coding & Drawing	Safira - Appt	Shivalli - GD
REG	Jam	Debat	"	GD	Debat	Debat
1C	Sivani - Appt	Kavali - GD	Mura - GD	Shivalli - GD	Shankar - Coding & Drawing	Safira - Appt
REG	Jam	Jam	Jam	Jam	Number Series	Number Series
1D	Sandhya - Number Sys	Sandhya - Num. Appt	Kavali - GD	Safira - Appt	Sivani - Appt	"
REG	LM&HF	LM&HF	Debat	"	"	"
1HONS	Sudha - GD	Sivani - Appt	Sandhya - Num Sys	Sandhya - Num Sys	Anand - GD	Anand - GD
REG	Jam	"	"	"	Jam	Jam
1BA	Jayshree - Appt	"	Safira - Appt	Sivani - Appt	Sandhya - Num Sys	Sandhya - Num Sys
REG	"	"	"	"	LM&HF	LM&HF
1A	Jyothirmal - Group	Jyothirmal - Group	Shivalli - GD	Anand - GD	Kavali - GD	Sivani - Appt
REG	"	"	Jam	Jam	Jam	"
1B	Aca	Aca	Debat	Situation	Debat	"
REG	"	"	S-talk	GD	GD	"
1C	Anand - GD	Shivalli - GD	Jyothirmal - Group	Jyothirmal - Group	"	Debat - GD
REG	"	"	"	"	"	Jam
1D	Jam	Jam	"	"	"	Debat
REG	Debat	S-talk	"	"	"	GD
1E	GD	Debat	"	"	"	"



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Class	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
IR	Mamatha - Probabilt	Mamatha - Probabilt				
	"	"				
ICVR	Hima - collect the Antennae	Hima - collect the Antennae	Mamatha - Probabilt	Mamatha - Probabilt		
	"	"	"	"		
IDS	Evnie - complements	Evnie - comple	Svapra - GD		Namatha - Probabilt	Mamatha - Probabilt
	Essay writ	Essay writing	Jam		"	"
ICSE	Svapra - GD	Vanaja - Activity	collect the Antennae	Venkatiah - APTI	Shiva Prasad - ...	Shiva Prasad - ...
	Jam	"	"	"	Robala	"
IIR	Krishna Reddy - speech & cubes	Krishna Reddy - speech & cubes	Evnie - obj Qs	Evnie - obj Qs	Venkatiah - APTI	
	"	"	"	"	"	"
IICVR	Vanaja - Internu	Svapra - GD	Krishna Reddy - speech & cubes	Krishna Reddy - speech & cubes	Shalini obj Qs	Shalini obj Qs
	GD	Jam	"	"	"	"
	Activity	Stalk	Simplification	Simplification		



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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.
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



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		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.
9.	Newspaper reading	Aim to leverage newspaper reading as a tool for academic and personal development, providing students with valuable skills that extend beyond the classroom.
10.	Verbal communications	Helps to equip the students with a well-rounded set of verbal communication skills, preparing them for success in academic, professional, and social interactions.
11.	Mock interviews	These objectives aim to make mock interviews a valuable and practical learning experience, preparing students for the challenges of real-world job interviews and contributing to their professional development.
12.	Communicative English	Communicative English create a comprehensive and learner-centric approach to Communicative English, ensuring that students not only acquire language proficiency but also develop the confidence and skills.
13.	Versant round	Improves English proficiency, communication skills, and their ability to adapt to different communication contexts. The Versant rounds helps the students' language abilities, preparing them for success in academics.



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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



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11. Social Media: A boon or a bane for the society?
12. Should the Indian economy be privatized?
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 you 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 II K

THEME: Group Discussion

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

PARTICIPANTS: 53

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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ACTIVITY REPORT 2

ACTIVITY NAME: CRT

CLASS: BCOM 2B

THEME: Group Discussion

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

PARTICIPANTS: 48

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.



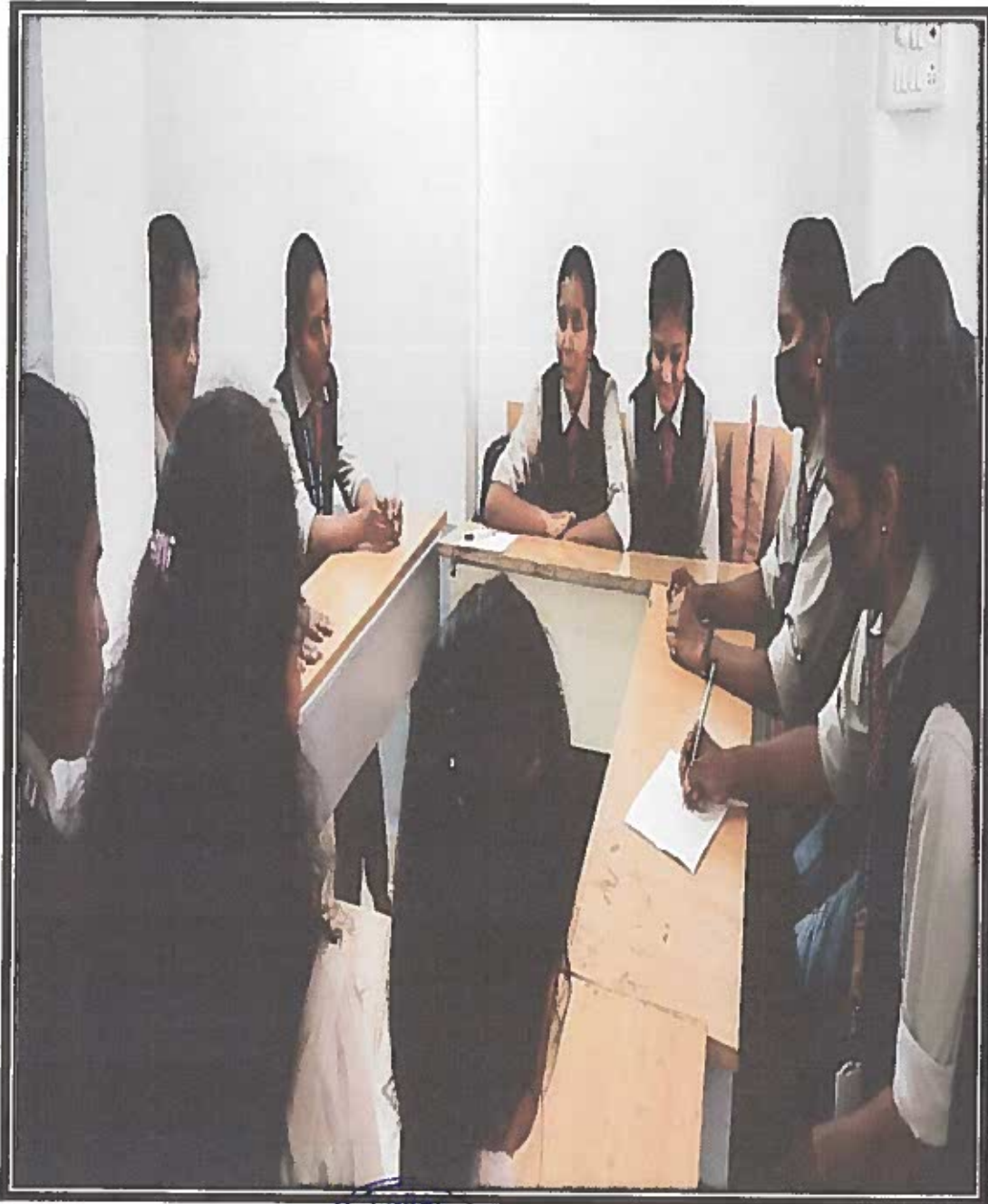
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Evaluation Sheet

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Group Discussion Evaluation Sheets

Group no: B. Com B Evaluators Name: _____

Participants Name	Roll No	Initiation	Content	Body Language	Communication skills	Leadership Skills	Time Management	Conclusion	TOTAL Remark
TEAM - 1									
1. Siliveri Sateja	2012240 5061		4	5	4	5	2		20.
2. C. Narasi Vaddu	5062		4	4	3	2	3	5	21
3. A. S. Sai Chand	5063		5	3	2	4	3		17
4. D. Ipendra	5064		5	5	4	4	5		23
5. Ramapally Teja	5065		3	4	4	4	5		20.
6. Anshu	5066	5	3	5	5	4	4		26.
7. Norrula Vastha	5067		2	3	2	5	4		16.
TEAM - 2									
1. Kompally Praveen	2012240 5068	5	4	4	2	4	5		24.
2. Konda Vinod	5091		4	5	3	4	5		21
3. Muddam Vanga	5095		3	5	4	3	4		19
4. Qyed Fouziya	5100		3	3	5	3	3		17
5. Shide Bhargavi	5110		5	3	4	5	4		21
6. Tamiya	5119		5	4	3	5	5		22
7. G. Sal poja	5114		4	4	4	4	5	5	26.



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Feed Back

Activity: Group Discussion

Participants: Students

Date: 12/9/22

Class: BBA-IT K

Please rate the following parameters as under:

1. Is Activity effective
a) Excellent b) Very Good c) Good d) Fair
2. Is Activity properly exhibited
a) Excellent b) Very Good c) Good d) Fair
3. How useful the Activity is
a) Excellent b) Very Good c) Good d) Fair
4. How well did you participated in the Activity
a) Excellent b) Very Good c) Good d) Fair
5. Time Management
a) Excellent b) Very Good c) Good d) Fair
6. Facilities provided
a) Excellent b) Very Good c) Good d) Fair
7. Overall rating of the Activity
a) Excellent b) Very Good c) Good d) Fair
8. Any other suggestions

Well organized

K. Nandhan Kumar.

Signature of the Student



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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?
15. Education or Character?



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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 I

ACTIVITY NAME: CRT

CLASS: BBA II CH

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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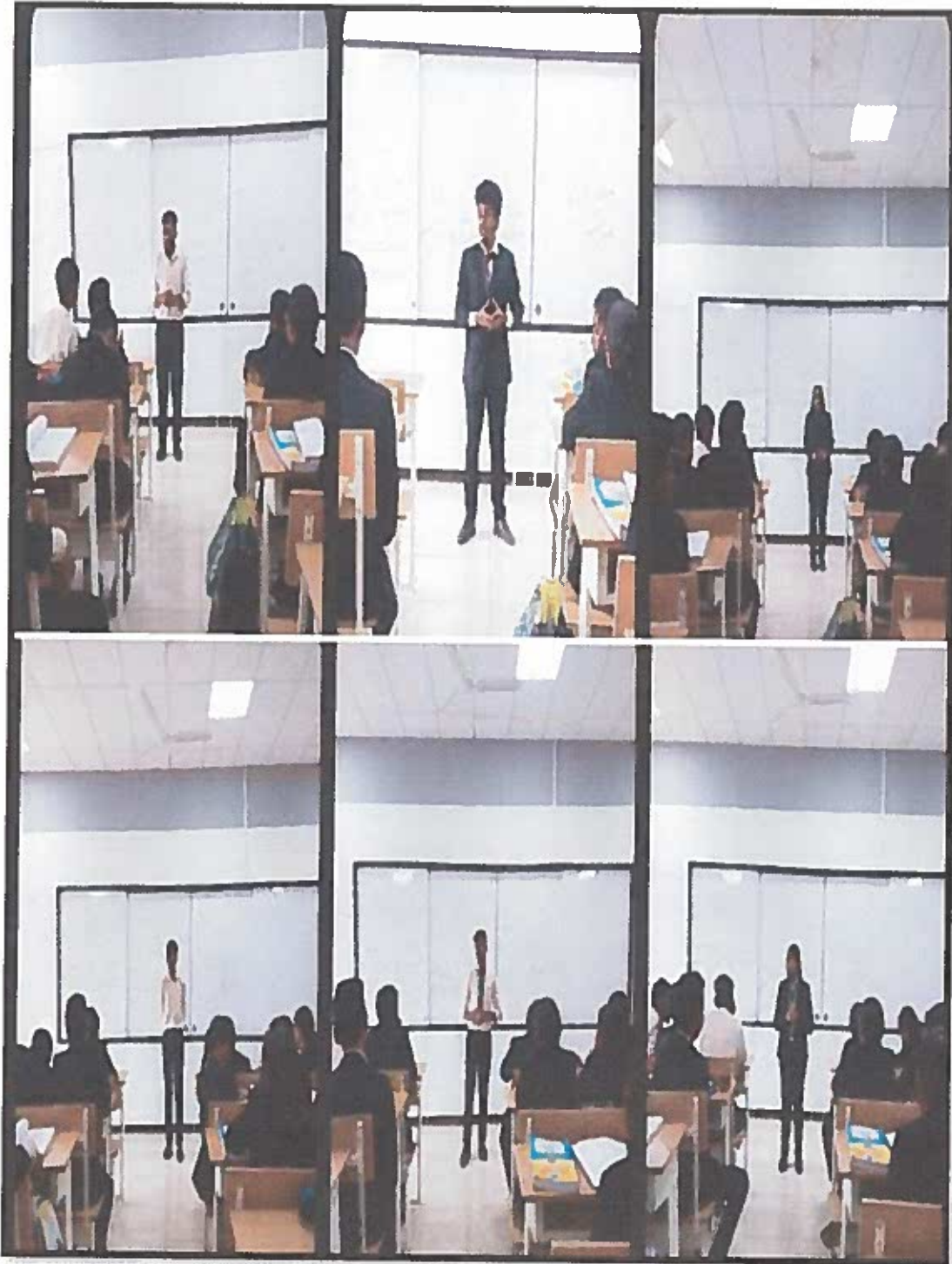
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Evaluation Sheet

SIVA SIVANI DEGREE COLLEGE									
JAM SESSION - EVALUATION SHEET									
CLASS: <u>BBA II C.H.</u>									
S.NO	NAME	HALLTICKET NO	5 CONTENT	5 BODY LANGUAGE	5 COMM. SKILLS	5 TIME MGMT	5 CONCLUSION	25 TOTAL	REMARKS
1	Vishnu	41	2	2	3	2	2	11	
2	Chaitanya Varma	42	3	3	3	3	3	15	
3	Vaishnavi	43	3	3	2	2	2	12	
4	Rithika	44	3	3	3	2	2	13	
5	Kiran	45	3	3	3	2	3	14	
6	Manoj	46	2	3	2	2	2	11	
7	Rajeshwari	47	3	3	3	3	4	16	
8	Bhavana	48	4	3	3	2	3	15	
9	Vishal	49	3	3	2	2	2	12	
10	Jisha	50	3	3	3	2	2	12	
11	Rotini	51	3	3	2	2	2	12	
12	Bhavesh	52	3	3	3	3	3	15	
13	Madhavi Sharma	53 54	3	3	2	3	3	14	
14	D. Vinay	55	3	3	3	3	3	15	
15	Gaythri	56 57	3	3	3	2	3	14	

Manoj

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SIVA SIVANI DEGREE COLLEGE

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ACTIVITY REPORT 2

ACTIVITY NAME: CRT

CLASS: BCOM 1A

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

JAN SESSION EVALUATION SHEET

Faculty Name: _____ Class: B.com,IA Date: _____

Roll no	Name	Body language (2m)	Content (2m)	Time management (2m)	Communication (2M)	Conclusion (2M)	Total (10M)
001	Abhishek kumar	2	1	1	1	1	6
004	Shalaja	2	1	1	1	2	7
007	Revathi	1	2	1	2	1	7
008	Vaishnavi	2	2	1	1	2	8
009	Pravali	1	1	2	1	1	6
015	Abhishek Yeddy	2	1	1	2	1	7
021	B. surajha	1	2	1	2	2	8
024	Bhagya sri	1	1	1	2	1	6
026	B. monika	2	1	1	2	1	7
027	B. vijaya	1	1	2	2	2	7
021	Shruthi Priya	1	1	1	2	1	6
026	Akhila	1	1	1	2	2	6
024	Rashmi	2	2	1	2	1	8
026	B. Revanth	1	2	1	1	2	7
027	B. Sindhu	1	2	1	2	1	7
028	Panavi Yeddy	2	1	1	2	1	7
028	C. Sindhu	1	1	2	1	2	7
049	C. Bhargavi	2	1	2	1	2	8
051	D sakumar	1	2	2	1	2	8
051	Amulya	1	1	2	1	1	6
052	Mahesh Kumar	1	2	1	2	1	7
056	G. Theerth Kumar	2	1	1	1	2	7



Mahesh
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Feed Back

Activity: Just A Minute


Participants: Students

Date: 4/10/22

Class: BBA-II CH

Please rate the following parameters as under:

1. Is Activity effective
a) Excellent b) Very Good c) Good d) Fair
2. Is Activity properly exhibited
a) Excellent b) Very Good c) Good d) Fair
3. How useful the Activity is
a) Excellent b) Very Good c) Good d) Fair
4. How well did you participated in the Activity
a) Excellent b) Very Good c) Good d) Fair
5. Time Management
a) Excellent b) Very Good c) Good d) Fair
6. Facilities provided
a) Excellent b) Very Good c) Good d) Fair
7. Overall rating of the Activity
a) Excellent b) Very Good c) Good d) Fair
8. Any other suggestions


Signature of the Student



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

SIVA SIVANI DEGREE COLLEGE

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ACTIVITY REPORT 1

ACTIVITY NAME: CRT

CLASS: BBA 2CH

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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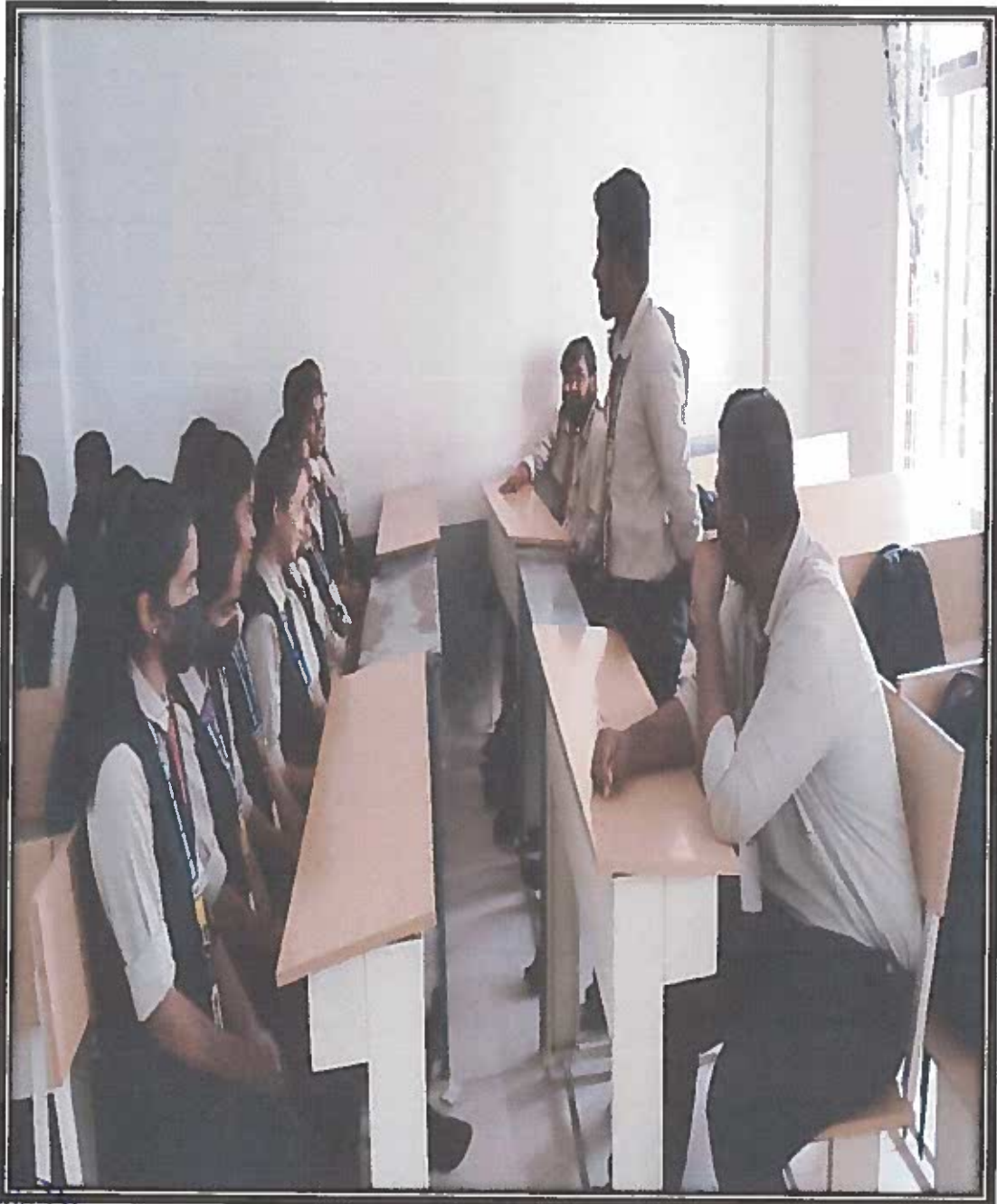
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Evaluation Sheets

SIVA SIVANI DEGREE COLLEGE
DEBATE SESSION - EVALUATION SHEET

CLASS: BBA 2nd (Affirmative team)

S.NO	NAME	HALL TICKET NO	CONTENT	BODY LANGUAGE	COMM. SKILLS	TIME MGMT	CONCLUSION	TOTAL	REMARKS
1	S. Deepak	2022264001	4.5	4.5	5	4.5	5	22.5	
2	Ni. Manoj Reddy	2022264002	5	5	4.5	5	-	19.5	
3	S. Nazeya	2022264007	4.5	5	4.5	5	-	19	
4	A. Vidhya	2022264008	3	2	4	5	-	14	
5	A. Satvik	2022264005	4.5	4.5	4.5	3	-	16.5	
6	V. yageshwar goud	2022264016	4.5	5	4.5	5	5	24	
7	B. Sabithi	2022264020	3	3.5	2.5	4	-	13	
8	P. S. Maulika	2022264021	4	3.5	4.5	2.5	-	14.5	
9	B. V. Vinodh Kumar	2022264023	3	2	3	4	-	12	
10	Harsha	2022264024	2	3.5	4.5	3	-	13	

SIVA SIVANI DEGREE COLLEGE
DEBATE SESSION - EVALUATION SHEET

CLASS: BBA 2nd (Opposing team)

S.NO	NAME	HALL TICKET NO	CONTENT	BODY LANGUAGE	COMM. SKILLS	TIME MGMT	CONCLUSION	TOTAL	REMARKS
1	Sri Harsha	2022264005	5	5	4.5	4.5	5	24	
2	M. Bhaskar	2022264006	4	3.5	2.5	3.5	-	13.5	
3	M. Sa. Harshitha	2022264009	2.5	3	4	2.5	-	10	
4	V. Ushat	2022264025	3	2.5	3.5	2.5	-	11.5	
5	D. R. Teja	2022264036	4	4	4.5	3.5	-	16	
6	A. Vikas	2022264039	4.5	3.5	2.5	3.5	-	14	
7	A. Tejaswini	2022264041	3	3.5	2.5	4	-	13	
8	D. Vaishnavi	2022264047	4.5	4.5	4.5	4.5	5	23	
9	M. Shashi	2022264048	5	5	4.5	5	5	24.5	
10	B. Shruvish	2022264050	4	4	5	5	-	18	





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ACTIVITY REPORT 2

ACTIVITY NAME: CRT

CLASS: B.COM 1A

THEME: Debate

TOOLS USED: Verbal instructions

PARTICIPANTS: 45

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 Sheets

SIVA SIVANI DEGREE COLLEGE
DEABTE SESSION- EVALUATION SHEET

CLASS: B.com IA (affirmative team).

S.NO	NAME	HALL TICKET NO	CONTENT	BODY LANGUAGE	COMM. SKILLS	TIME MGMT	CONCLUSION	TOTAL
1	Sneha priya	201223405031	3	4.5	4.5	2.5	-	14.5
2	Ashub	201223405032	4	3	3	2.5	-	13.5
3	Rashini	201223405034	3	4	4	3.5	-	14.5
4	Renuka	201223405036	2	3	3	3	-	11
5	Sindhu	201223405037	3.5	2.5	3	3	5	17
6	pallavi sreddy	201223405050	4	3	3.5	4	-	14.5
7	Sci Kumari	201223405058	4.5	5	4	5	5	23.5
8	Arundha	201223405051	2.5	2	2	3	-	9.5
9	mehal goud	201223405073	3	3	2	3	-	11
10	G. Inesha kumar.	201223405076	4.5	5	5	4.5	5	24.

SIVA SIVANI DEGREE COLLEGE
DEABTE SESSION- EVALUATION SHEET

CLASS: B.com IA (opposing team).

S.NO	NAME	HALL TICKET NO	CONTENT	BODY LANGUAGE	COMM. SKILLS	TIME MGMT	CONCLUSION	TOTAL
1	Abhishek K	201223405001	4.5	5	5	4.5	5	24
2	Shweta J	201223405004	3	3	2	3	-	11
3	Renuka	201223405007	2.5	2	2	3	-	9.5
4	Vaishnavi	201223405008	4.5	5	4	5	5	23.5
5	poojitha	201223405011	4	3	3.5	4	-	14.5
6	Abhinav sreddy	201223405015	3.5	2.5	3	3	5	17
7	Susreka	201223405021	2	3	3	3	-	11
8	Bhagyaa Sri	201223405024	3	4	4	3.5	-	14.5
9	Mounika	201223405026	4	3	3	2.5	-	12.5
10	Vi Jaya	201223405027	3	4.5	4.5	2.5	-	14.5



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Feed Back

Activity: Debate

Participants: Students

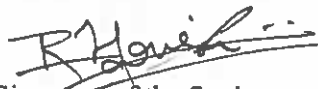
Date: 4/11/22

Class: B. Com 2A

Please rate the following parameters as under:

1. Is Activity effective
a) Excellent b) Very Good c) Good d) Fair
2. Is Activity properly exhibited
a) Excellent b) Very Good c) Good d) Fair
3. How useful the Activity is
a) Excellent b) Very Good c) Good d) Fair
4. How well did you participated in the Activity
a) Excellent b) Very Good c) Good d) Fair
5. Time Management
a) Excellent b) Very Good c) Good d) Fair
6. Facilities provided
a) Excellent b) Very Good c) Good d) Fair
7. Overall rating of the Activity
a) Excellent b) Very Good c) Good d) Fair
8. Any other suggestions

- No -


Signature of the Student



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

SIVA SIVANI DEGREE COLLEGE

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ACTIVITY REPORT 1

ACTIVITY NAME: CRT

CLASS: BBA I BA

THEME: Situational talk

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

PARTICIPANTS: 55

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

SIVA SIVANI DEGREE COLLEGE

(Affiliated to Osmania University)

ACTIVITY REPORT 2

ACTIVITY NAME: CRT

CLASS: BCOM 1H

THEME: Situational talk

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

PARTICIPANTS: 35

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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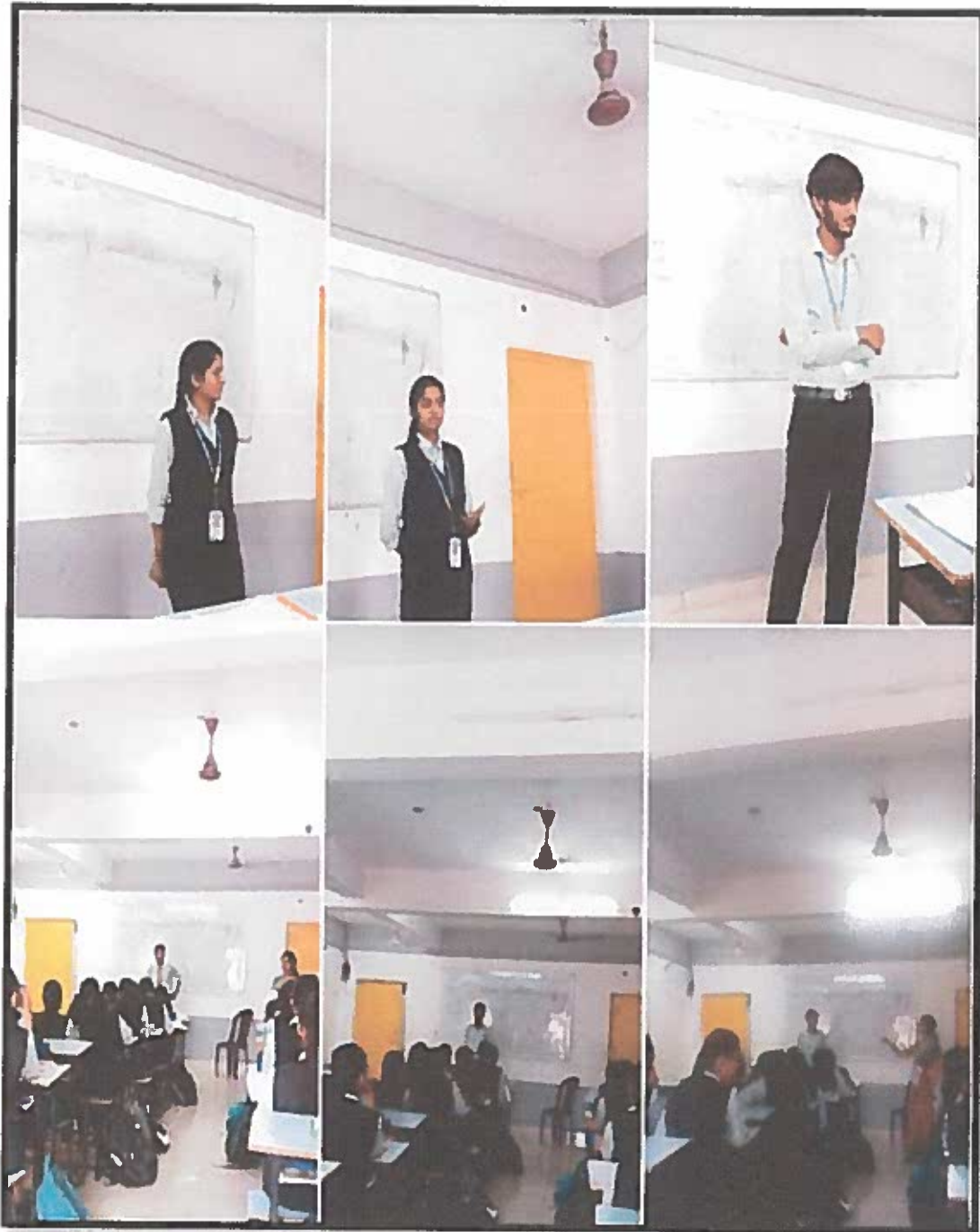
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Feed Back

Activity: *Situational Talk*

Participants: **Students**

Date: *15/4/22*

Class: *BBA 2 BA*

Please rate the following parameters as under:

1. Is Activity effective
 a) Excellent b) Very Good c) Good d) Fair
2. Is Activity properly exhibited
 a) Excellent b) Very Good c) Good d) Fair
3. How useful the Activity is
a) Excellent b) Very Good c) Good d) Fair
4. How well did you participated in the Activity
a) Excellent b) Very Good c) Good d) Fair
5. Time Management
a) Excellent b) Very Good c) Good d) Fair
6. Facilities provided
a) Excellent b) Very Good c) Good d) Fair
7. Overall rating of the Activity
 a) Excellent b) Very Good c) Good d) Fair
8. Any other suggestions

B. Thul...
Signature of the Student



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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.



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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.

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: First in detailed explain all the concepts related to number system to the students with proper examples. Explained with logic's to make it easy way of understanding.

Session 2: Explained cyclic of numbers (1 to 9), different problems to practice on unit digits

Session 3: In last 15 minutes given 5 problems to practice and 5 problems given for home work on divisibility rules. They have done the problems with the given time only.

OBJECTIVES:

The learning objective for the unit digits lesson is to enable students to understand and apply the concept of unit digits in mathematics, emphasizing its relevance in arithmetic and number patterns, while fostering their computational skills and analytical thinking. By the end of the lesson, students should be able to confidently utilize unit digits to simplify calculations, recognize numerical patterns, and apply critical thinking in mathematical problem-solving

OUTCOMES:

Upon completion, students will confidently determine unit digits, efficiently employ them in arithmetic, recognize numerical patterns, and apply critical thinking to enhance problem-solving skills in mathematics. This knowledge will empower students to simplify calculations, identify mathematical regularities, and make informed decisions in various mathematical contexts, thereby strengthening their overall mathematical proficiency



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ACTIVITY REPORT 2

ACTIVITY NAME: CRT

CLASS: BCOM IIC

THEME: Aptitude

TOOLS USED: White board & Marker

PARTICIPANTS: 53

DESCRIPTION:

Session 1: 30mins - Explained the Concepts, formulas and rules of the 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 compound interest in various competitive examinations and entrance tests.



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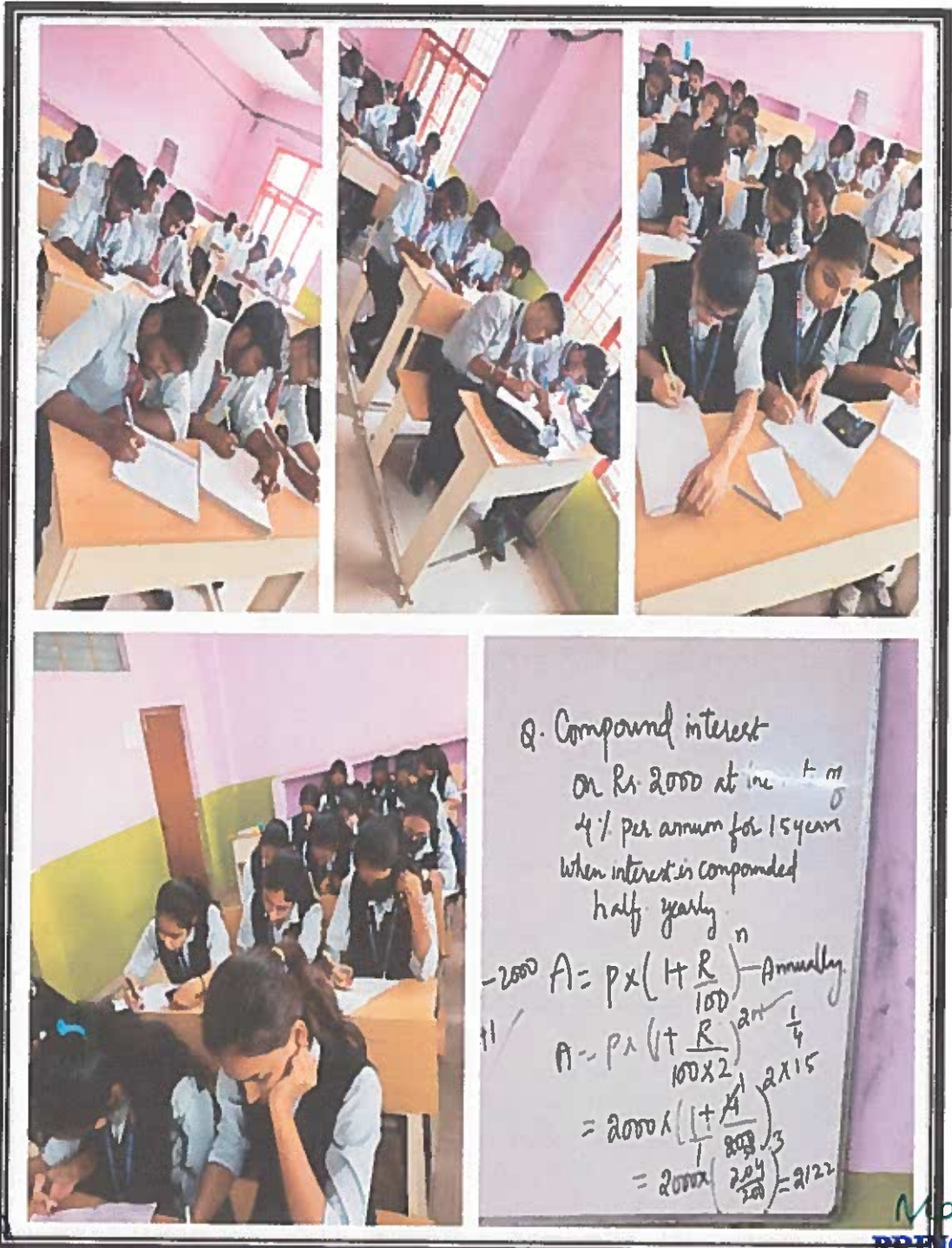
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Q. Compound interest
 on Rs. 2000 at rate $\frac{4}{100}$
 4% per annum for 15 years
 when interest is compounded
 half yearly

$A = P \times \left(1 + \frac{R}{100}\right)^n$ - Annually
 $A = P \times \left(1 + \frac{R}{100 \times 2}\right)^{2n \times \frac{1}{2}}$
 $= 2000 \times \left(1 + \frac{4}{200}\right)^{2 \times 15}$
 $= 2000 \times \left(\frac{204}{200}\right)^3 = 2122$

Mahesh
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Feed Back

Activity: Aptitude

Participants: Students

Date: 5/12/22

Class: B.Sc III R

Please rate the following parameters as under:

1. Is Activity effective
a) Excellent b) Very Good c) Good d) Fair
2. Is Activity properly exhibited
a) Excellent b) Very Good c) Good d) Fair
3. How useful the Activity is
a) Excellent b) Very Good c) Good d) Fair
4. How well did you participated in the Activity
a) Excellent b) Very Good c) Good d) Fair
5. Time Management
a) Excellent b) Very Good c) Good d) Fair
6. Facilities provided
a) Excellent b) Very Good c) Good d) Fair
7. Overall rating of the Activity
a) Excellent b) Very Good c) Good d) Fair
8. Any other suggestions

P. Shiva Shankar

Signature of the Student



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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: Workshop

CLASS: BBA ICH

THEME: RESILIENCE BUILDING

TOOLS USED: Digital Board and marker.

PARTICIPANTS: 45

OBJECTIVE: Today's workshop sessions were thoughtfully designed to engage participants and provide them with a clear understanding of resilience and practical skills to enhance it.

Here's a breakdown of each session and its outcomes:

Session 1 (10.00 am - 11.30 am): Introduction and Understanding Resilience. Provided a foundation by explaining the topic, its framework, and benefits. Used videos to enhance understanding and practicality.

Session 2 (11.45 am - 1.15 pm): Character Launch Activity. Engaged students in a creative activity where they formed teams and created character launches in the form of collages. Focused on team name, logo, tagline, unique traits, and challenges faced. Encouraged presentation and feedback from peers, fostering communication skills and teamwork.

Session 3 (1.45 pm - 3.15 pm): "Walk in Someone Else's Shoes" Activity. Conducted a fun and interactive activity to build empathy and communication skills. Involved one person as an "executor" and others as "suggestions and advisors" to identify a picture through non-verbal cues. Promoted teamwork and effective communication.

Session 4 (3.15 pm - 4.00 pm): Resilience Wheel and Discussion:

Used a Resilience Wheel activity where teams provided solutions to problems within a time frame. Encouraged participants to think critically and creatively to solve challenges. Seniors shared insights on the importance of resilience and measures to maintain an optimistic outlook.



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OUTCOME:

Participants gained a better understanding of resilience and its practical applications. Improved teamwork and communication skills through group activities. Enhanced problem-solving abilities and creative thinking. Students learned the importance of resilience in facing challenges and maintaining a positive mind-set.

Overall, your resilience-building workshop seems well-structured and engaging, offering students valuable insights and practical skills to navigate adversity effectively. It's likely to have a positive impact on their personal and professional development.



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ACTIVITY REPORT 2

ACTIVITY NAME: Workshop

CLASS: BBA II K

THEME: Six thinking hats for Marketing strategic decisions

TOOLS USED: Color hats, Charts, pens

PARTICIPANTS: 55

DESCRIPTION:

In today's workshop, students were asked to make marketing decisions using a powerful decision-making framework known as the "Six Thinking Hats" of Edward De Bono. This innovative approach allowed participants to wear different metaphorical hats, each representing a distinct thinking style: White for objective analysis, Red for emotions and intuition, Black for critical judgment, Yellow for optimism, Green for creativity, and Blue for process control. Through engaging discussions and exercises, students are encouraged to explore marketing topics ranging from product design to product launch and apply decision-making to enhance their ability to analyze situations comprehensively and navigate complex marketing situations effectively. This equipped them to make well-rounded choices in diverse contexts.

OBJECTIVE: The student empowerment workshop aims to equip participants with a holistic set of skills that will not only contribute to their academic success but also prepare them for the challenges and opportunities they will encounter in various aspects of their lives.

OUTCOMES: Students showcase the ability to apply learned communication skills in real-world scenarios, ensuring practical and effective application in various situations. Students showcase the ability to adapt their communication styles to various academic contexts, enhancing their effectiveness in discussions, presentations, and written assignments.



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Feed Back

Activity: *Workshop*

Participants: *Students*

Date: *20/12/22*

Class: *BBA-IIIC*

Please rate the following parameters as under:

1. Is Activity effective
a) Excellent b) Very Good c) Good d) Fair
2. Is Activity properly exhibited
a) Excellent b) Very Good c) Good d) Fair
3. How useful the Activity is
a) Excellent b) Very Good c) Good d) Fair
4. How well did you participated in the Activity
a) Excellent b) Very Good c) Good d) Fair
5. Time Management
a) Excellent b) Very Good c) Good d) Fair
6. Facilities provided
a) Excellent b) Very Good c) Good d) Fair
7. Overall rating of the Activity
a) Excellent b) Very Good c) Good d) Fair
8. Any other suggestions

Need more workshops like this.

M. Adhikari
Signature of the Student



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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
6. Connect with your audience by making eye contact. This demonstrates confidence and engagement.

Be aware of and try to control nervous habits like fidgeting, pacing, or excessive use of filler words.



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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 2 V

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

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PRESENTATION EVALUATION SHEETS									
STUDY'S NAME	ROLL NO	Topic	CONTENT	SCORES DESIGN	CONTENT SKILLS	TIME MGMT	LOCAL ABILITIES	CONCLUSION	REMARKS
Guru Deepa	61	Bengal Tea & Eucalyptus Ltd	4	4.5	4	3.5	3.5	4	
Soubhagya M	78	Bengal Tea & Eucalyptus Ltd	4	4.5	4	3.5	3.5	3.5	
Goyati	76	Shipping	3.5	4.5	4	2	3	3.5	
Manuel	65	Shipping	3.5	4.5	3.5	3	3	3	
Linal	62	Allsec Technology Ltd	4.5	4	4	3.5	3.5	4	
Harikishore	166	Allsec Technology Ltd	4.5	4	4	3.5	3.5	4	
Varshita	77	Pauling Group of Companies Ltd	4	4	4	4	4	4	
Pruthvika	82	Pauling Group of Companies Ltd	4	4	4	4	4	4	
Rishika	66	Kalyani Torque Ltd	4.5	4	4	4	3	3	
Akshitha K	116	Kalyani Torque Ltd	4.5	4	4	4	3	3	
Saniya	115	DS Green Agritech Pvt Ltd	3.5	3	2.5	2.5	2.5	2	
Alma	82	DS Green Agritech Pvt Ltd	3.5	3	2.5	2.5	2.5	2	
Srija	95	Global Green Company Ltd	3.5	3	3.5	3	2	3	
Sahithi	88	Global Green Company Ltd	3.5	4	3	2	2	2	
Akshitha	130	Sahyadri Farm	4.5	4	3.5	2.5	3	2	
Rithika	74	Sahyadri Farm	4	4	3	2.5	2	2	
Bhakti	75	Shree Renuka Sugars Ltd	3	3.5	3	3	2.5	3	
Nidhuna	103	Shree Renuka Sugars Ltd	3	3.5	3	2.5	3	3	
Sandhya	117	Shree Renuka Sugars Ltd	2	2.5	2	2.5	2	2	
Varela	67	Lemon Tree Hotels	2.5	2	2	2	1.5	1.5	



Manoj Kumar
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ACTIVITY REPORT 2

ACTIVITY NAME: Presentations

CLASS: BCOM 3A

THEME: Robots in military

TOOLS USED: Projector, laptop, pen drive

PARTICIPANTS: 13

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

B. com 3A.

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PRESENTATION - EVALUATION SHEET

S.NO	STUDENT NAME	ROLL NO	TOPIC	CONTE NT	SLIDE DESGIN	COMM SK	TIME MGT	LOGICAL ANALYSIS	CONCLUSION	TOTAL
1	Craving	003	Bengal tea fabric Ltd	4	4	4	4	4	3	23
2	Jaya prasad	006	Bengal tea fabric Ltd.	4	4	4	3	3	3	21
1	Shreshtha	009	esscon shipping	3	3.5	4	4	2.5	3	26
2	P. Keerthi	010	esscon shipping.	3	3.5	4	4	2.5	3	26
1	Vinod Sri	021	Allsec tec Ltd	3	3	3	4	3	3	18
2	m. Rishi	033	Allsec tec Ltd	3	3	3	3	2	3	17
1	prajwala	039	Kalyani Forge Ltd	4	4	4	4	2	3	21
2	Kaushika	040	Kalyani Forge Ltd.	4	3	4	3	4	3	21
1	S. Kavya	042	Global Green Co Ltd	4	4	5	5	3	3	24
2	D. Tanika	044	Global Green Co Ltd	4	4	5	5	3	4	25
1	Uday Kiran	047	Lemon tree hotels	5	4.5	5	5	5	5	29.5
2	Parvitha	048	Lemon tree hotels	5	4.5	5	5	5	5	29.5
1	Surya	046	Shree Ananta Suya Ltd	4	4	4	4	3	2	21
2	Sivashilpa	053	Shree Ananta Suya Ltd.	4	3	4	3	3	2	19



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Feed Back

Activity: *Presentations*

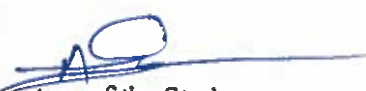
Participants: *Students*

Date: *29/12/22*

Class: *BBA 2V*

Please rate the following parameters as under:

1. Is Activity effective
a) Excellent b) Very Good c) Good d) Fair
2. Is Activity properly exhibited
a) Excellent b) Very Good c) Good d) Fair
3. How useful the Activity is
a) Excellent b) Very Good c) Good d) Fair
4. How well did you participated in the Activity
 a) Excellent b) Very Good c) Good d) Fair
5. Time Management
a) Excellent b) Very Good c) Good d) Fair
6. Facilities provided
a) Excellent b) Very Good c) Good d) Fair
7. Overall rating of the Activity
a) Excellent b) Very Good c) Good d) Fair
8. Any other suggestions


Signature of the Student



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CASE STUDY

Case Studies are majorly fictional base which can be discussed and analyzed 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 analyze 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

Case study Do's and Don'ts

Dos:

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.



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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: BBA 1CH

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.

What are the takeaways?

By successfully completing to solve the case study, Students were able to answer:

- 1) Describe what a case study report is and how it is used,
- 2) Identify the components of a case study and how they fit together, and
- 3) Explain why case studies are popular in business education.

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



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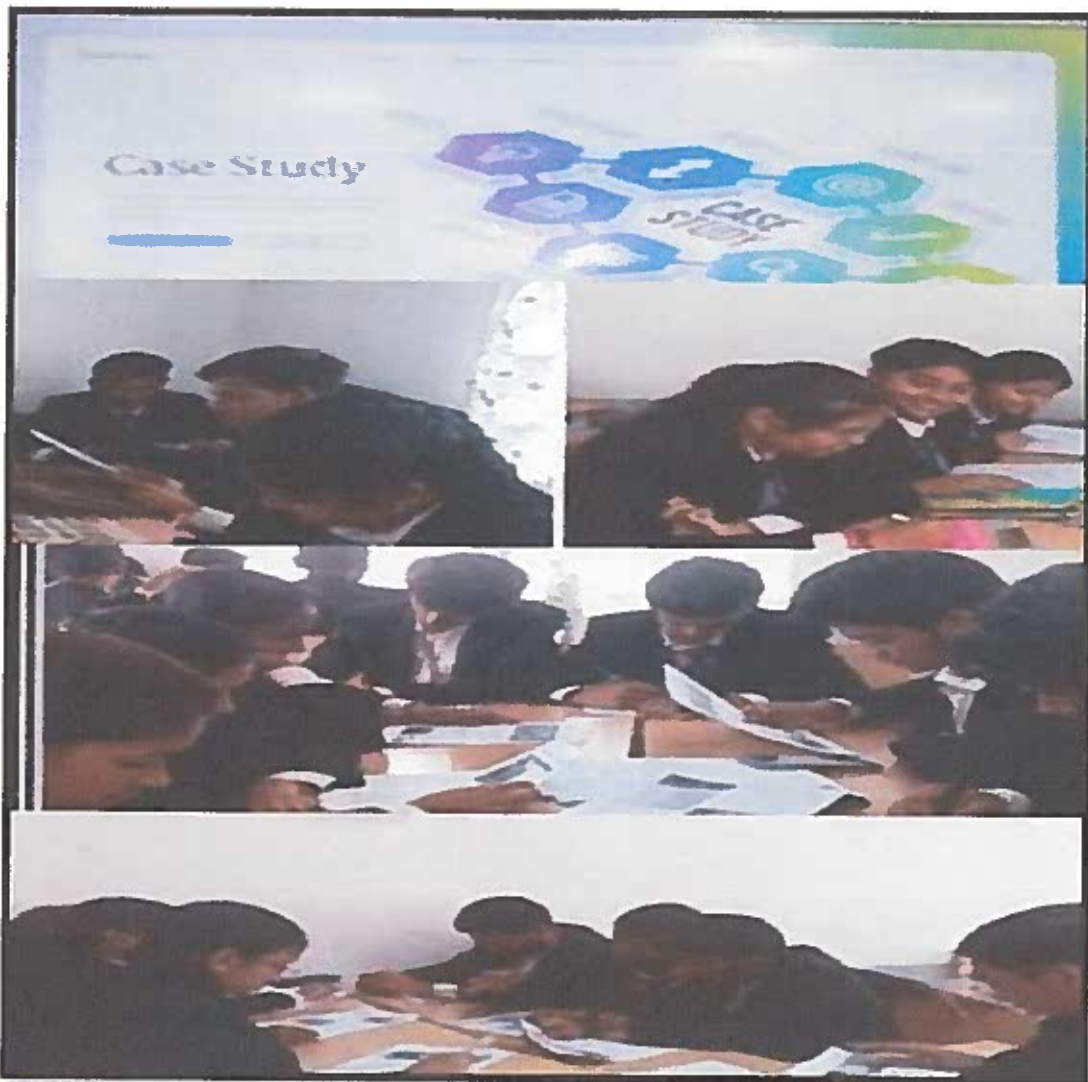
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case study analysis. This is precisely what I like to see in students, and they are committed to improvement and growth

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 II H

THEME: Case study

TOOLS USED: Smart board & case study materials papers

PARTICIPANTS: 52

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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Report submitted on case by Students

JD

USING MARKET RESEARCH TO SUPPORT
DECISION MAKING

Shrovan	02
M Pavani	43
Shruja	12
Rakshitha	16
Vamchi	19
Anil	03
Sandeep	09

Introduction :-> The case study focuses on how JD sports & fashion is leading retailer fashionable sports & leisure wear in UK. JD stands for John Woodle & David Makin. founded in 1981 in Mossley near Manchester. JD expanded internationally and gained popularity through world-wide. The company operates both physical stores & online platforms. It is well known for its wide range of athletic footwear. The group has also secured brands JD sports Fashion group now has over 900 stores across the UK & Europe and a reputation for stocking exclusive & stylish ranges.



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We all know that JD is a sports fashion multichannel retailer of branded sports and casual wear.

As well as these sorts of competitions, JD sports also runs ongoing brand ambassador scouting competitions for under-25s.

Problems

→ To attract customers

→ Competitors

The main competitors of JD sports include NEXT (NXRT), Burberry Group (BRBV)

JD sports has responded to changing consumer demand by investing in the right areas, including premium products and a market strategy that includes exclusive products and reliability etc.

Facts about the case.

- * JD sports is a British sport fashion retail company based in UK
- * It is listed on the London stock exchange
- * The Pentland Group own 55% of the company
- * Head quarters: United Kingdom
- No. of employees :- 44,488
- No. of locations ; 3400 Stores.



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Conclusion:-

ID understands the importance of market research to understand what its consumer wants. It keeps track of their competitors and see their wants by their consumer.

Market research informs the marketing mix

- > product - focused on consumer expectations
- > price - create value for consumer.
- > place - store in locations convenient for customer.
- > promotion - reach customer through targeted messages.

SWOT ANALYSIS

Strengths	Weakness
<ul style="list-style-type: none">- Scale - JD sports is one of the largest sports retailers in the UK by revenue and, as such is able to take advantage of considerable economies.- Differentiation - the case JD brand has differentiated itself from its competitors by focusing on the athlete.	<ul style="list-style-type: none">- weak brand(s)- Higher - than - average turnover.- High level of debt.- Inadequate supply chain.- Lack of capital.- Inefficient systems, tools, process.
Threats.	Opportunities.
<p>Surging inflation and weaker states threaten to curb consumer spending power and disrupt its supply chain.</p>	<ul style="list-style-type: none">- Prioritize the most important strengths, weakness, opportunities and threats.- Use bullet points rather than lengthy description.



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Evaluation Sheet

Siva Sivani Degree College		CASE STUDY EVALUATION		
CASE STUDY TOPIC		Using market research to support decision making		
CLASS	I	NAME OF THE STUDENT		
SECTION	BBA CA	1. Hemant - 20		
GROUP	6	2. Prabhakar - 10		
		3. Akhanna - 36		
		4. Sunya - 52		
		5. Manu - 25		
		6. Prasad - 44		
		7. Shiva - 55		

SNO	DESCRIPTION	MARKS
1	Understanding the problem and the challenges in the given case (10 marks)	89
	How you attempted to address the challenges (data analysis, assumption & SWOT, Analysis, Management principles, logical reasoning, etc) (30 marks)	
2	Specific actionable recommendations based on the above and what your recommendations will achieve, or how it will solve the problem and what measures are required to implement your recommendation (20 marks)	14
3	Your presentation (creativity, design & visual appeal, communication, verbal & Non Verbal, confidence, persuasion, etc) (20 marks)	15
4	Your key learnings takeaways from the case (Explain after presentation) (10 marks)	07
5	How you worked as a team to solve this case in the allotted time (Explain after presentation) (10 marks)	07
TOTAL		12

	SNO 1 MARKS 40	SNO 2 MARKS 30	SNO 3 MARKS 20	SNO 4 MARKS 10	SNO 5 MARKS 10	TOTAL 120
STUDENT 1	30	16	07	07	07	77
STUDENT 2	25	12	14	06	06	63
STUDENT 3	30	15	15	07	08	75
STUDENT 4	36	18	08	08	08	88
STUDENT 5	25	10	14	06	07	62
STUDENT 6	27	14	13	06	07	67
STUDENT 7	30	15	15	07	06	73



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Feed Back

Activity: *Case study*

Participants: *Students*

Date: *5/11/23*

Class: *B.Com II H*

Please rate the following parameters as under:

1. Is Activity effective
a) Excellent b) Very Good c) Good d) Fair
2. Is Activity properly exhibited
a) Excellent b) Very Good c) Good d) Fair
3. How useful the Activity is
a) Excellent b) Very Good c) Good d) Fair
4. How well did you participated in the Activity
a) Excellent b) Very Good c) Good d) Fair
5. Time Management
a) Excellent b) Very Good c) Good d) Fair
6. Facilities provided
a) Excellent b) Very Good c) Good d) Fair
7. Overall rating of the Activity
a) Excellent b) Very Good c) Good d) Fair
8. Any other suggestions

No

Kantiyagopaldas
Signature of the Student



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NEWS PAPER ACTIVITY

This activity encourages students to read newspapers, learn about the news, and debate current issues. It also encourages critical thinking and reading comprehension skills. Additionally, it helps to foster a sense of civic engagement and responsibility. By discussing current events, students are able to gain a better understanding of the topics discussed, as well as gain a larger perspective. This can help them to develop better critical thinking skills and form their own opinions. Additionally, by engaging in this activity, students are able to gain an understanding of the importance of civic engagement and responsibility. This can help to create a sense of ownership and pride in the students, as they begin to understand that their vote and opinion can make a difference in the world around them. Additionally, this can help to motivate them to become more involved in their communities and to become more civically engaged.

Different Methodologies of Newspaper Reading

Current Events Discussions: Students were engaged in selecting news article covering current events and were given space to discuss among their group about their findings by sharing key points and perspective analyses implication about the article been taken.

News Analysis Worksheets: Based upon the news worksheets were designed that guides students to analyse article been taken. This type of worksheets enables students to identify the main points of the article and using different types of methodologies makes them connect and share the same for future challenges from the corporate scenarios.

Role Play: Assigning students with different roles or perspective related to a news article makes each individual understand the scenario where students can defend their assigned positions with appropriate statements in it.

As an

- Editor
- Reporter
- Journalist etc



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Newspaper Reading Dos and Don'ts

Dos:

1. Conduct thorough research on the assigned topic or news story.
2. Pay attention to writing style, grammar, and clarity.
3. If the activity involves group work, collaborate effectively with your peers.
4. Adhere to any guidelines or instructions provided by the teacher.
5. Express your creativity in presenting the news. Utilize engaging headlines, visuals, or multimedia elements to capture the reader's attention.
6. If including information from external sources, make sure to cite them properly.
7. Before submitting your work, thoroughly edit and proofread your newspaper piece
8. Adhere to the deadlines set for the newspaper activity.
9. When presenting information or opinions, respect diverse perspectives.
10. If possible, seek feedback from your teacher or peers

Don'ts:

1. Never plagiarize content from external sources. Provide proper attribution to the original authors and sources.
2. Avoid sensationalizing news or presenting information in a misleading manner.
3. Ensure the accuracy of the information presented in your newspaper piece
4. Stick to assigned word limits. Avoid arbitrarily exceeding these limits.
5. Include all relevant information in your news piece.
6. Consider the ethical implications of your reporting.
7. Keep your target audience in mind when writing.
8. Follow any specific instructions provided by the teacher or assignment guidelines.
9. If visuals are part of the assignment, don't underestimate their impact.
10. If including quotes from interviews or other sources, don't forget to attribute them appropriately.



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ACTIVITY REPORT 1

ACTIVITY NAME: CRT

CLASS: BBA 1K

THEME: News Paper Activity

TOOLS USED: Newspaper

PARTICIPANTS: 55

DESCRIPTION: Engaging in regular newspaper reading is a valuable and enriching habit for students that offers a myriad of educational benefits. In the fast-paced and interconnected world we live in, staying informed through newspapers is an essential skill that contributes to a well-rounded education.

Incorporating newspaper reading into a student's routine is a multifaceted approach to education. It not only fosters academic growth but also nurtures critical thinking, language skills, and global awareness. By staying informed through newspapers, students develop a well-rounded perspective that prepares them for the challenges of the future.

OBJECTIVES: Newspapers provide application of the information reading, critical thinking, analytical skills, and synthesis skills needed for comprehension. Newspapers help college students to make connections among different fields, subjects, topics, issues, and events, and hence help them ask the right questions.

OUTCOMES: Incorporating newspaper reading into student's routines are numerous and contribute to their overall intellectual, social, and academic development. Students develop the ability to analyze information critically, discern biases, and evaluate the credibility of news sources.



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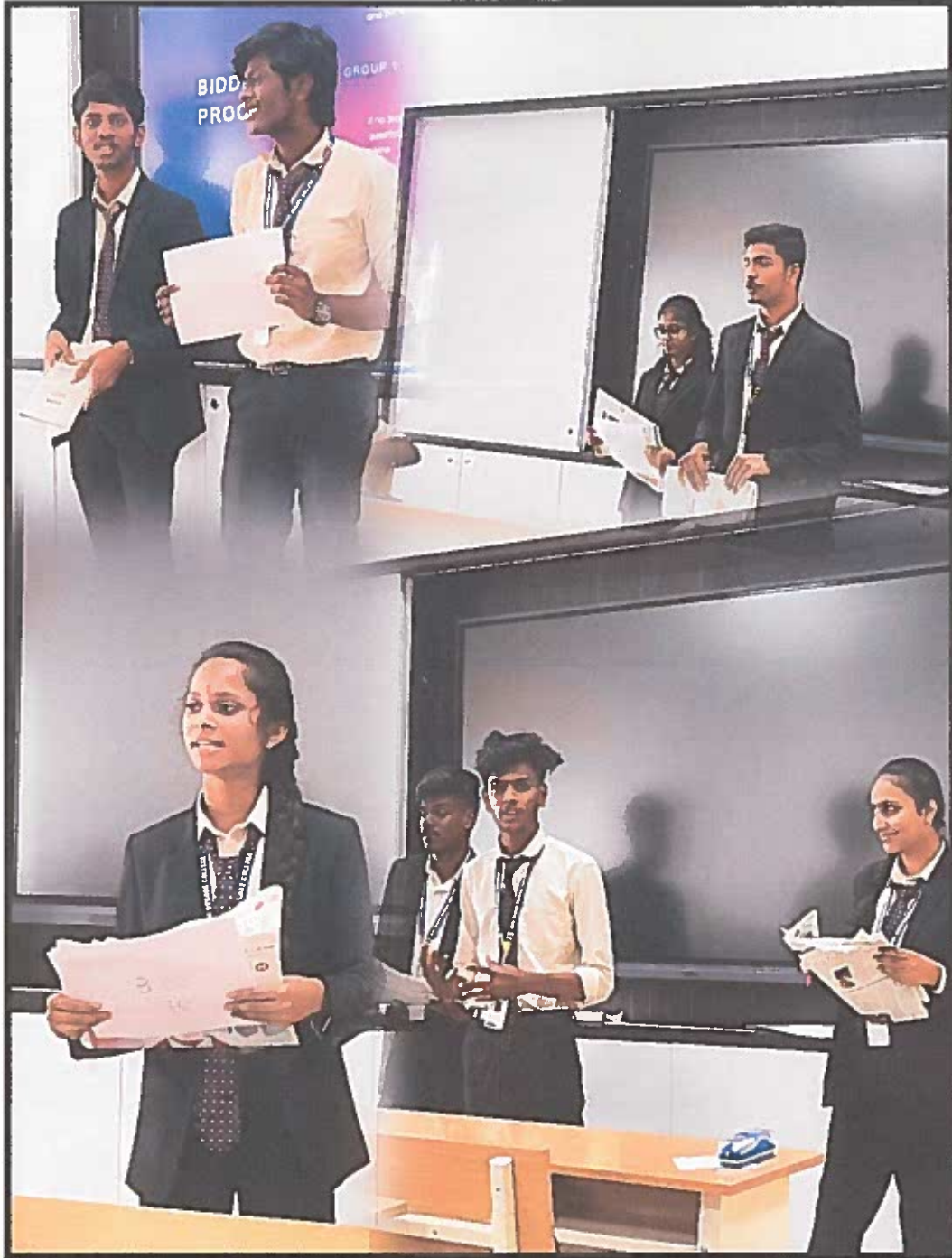
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ACTIVITY REPORT 2

ACTIVITY NAME: CRT

CLASS: BBA 3V

THEME: News Paper Activity

TOOLS USED: Newspaper

PARTICIPANTS: 55

DESCRIPTION: Engaging in regular newspaper reading is a valuable and enriching habit for students that offers a myriad of educational benefits. In the fast-paced and interconnected world we live in, staying informed through newspapers is an essential skill that contributes to a well-rounded education.

Incorporating newspaper reading into a student's routine is a multifaceted approach to education. It not only fosters academic growth but also nurtures critical thinking, language skills, and global awareness. By staying informed through newspapers, students develop a well-rounded perspective that prepares them for the challenges of the future.

OBJECTIVES: Newspapers provide application of the information reading, critical thinking, analytical skills, and synthesis skills needed for comprehension. Newspapers help college students to make connections among different fields, subjects, topics, issues, and events, and hence help them ask the right questions.

OUTCOMES: Incorporating newspaper reading into student's routines are numerous and contribute to their overall intellectual, social, and academic development. Students develop the ability to analyze information critically, discern biases, and evaluate the credibility of news sources.



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Feed Back

Activity: *News Paper Reading*
Participants: **Students**

Date: *24/1/23*
Class: *BBA 3V*

Please rate the following parameters as under:

1. Is Activity effective
a) Excellent b) Very Good c) Good d) Fair
2. Is Activity properly exhibited
a) Excellent b) Very Good c) Good d) Fair
3. How useful the Activity is
a) Excellent b) Very Good c) Good d) Fair
4. How well did you participated in the Activity
a) Excellent b) Very Good c) Good d) Fair
5. Time Management
a) Excellent b) Very Good c) Good d) Fair
6. Facilities provided
a) Excellent b) Very Good c) Good d) Fair
7. Overall rating of the Activity
a) Excellent b) Very Good c) Good d) Fair
8. Any other suggestions

- N/A -

[Signature]
Signature of the Student



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VERBAL COMMUNICATIONS

Verbal communication is the exchange of information through spoken language. At Siva Sivani Degree College, students engage in verbal communication during classroom discussions, presentations, and interpersonal interactions. This form of communication requires clear articulation, effective use of language, and the ability to express ideas coherently. It encompasses not only the content of what is said but also factors like tone, pitch, and pacing. Verbal communication is vital for effective collaboration, understanding, and conveying complex ideas in both academic and social contexts. Developing strong verbal communication skills is crucial for success in academic and professional endeavors for students at Siva Sivani Degree College.

Verbal Communication

Dos:

1. Engage in active listening during verbal communication activities.
2. Articulate your thoughts clearly and with confidence.
3. Be respectful and considerate when expressing your ideas or opinions.
4. Contribute actively to discussions and activities
5. Employ positive and open body language. Maintain eye contact, use expressive gestures, and stand or sit with good posture to convey engagement and interest.
6. If something is unclear, don't hesitate to seek clarification.
7. Before speaking, take a moment to organize your thoughts.
8. Pay attention to your non-verbal cues, such as facial expressions and gestures.
- 9.: Demonstrate enthusiasm for the topic or activity. A positive and engaged attitude enhances the overall communication experience.
10. When offering feedback, focus on constructive and specific points.



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Don'ts:

1. Avoid interrupting your classmates or the speaker.
2. Refrain from using offensive or disrespectful language.
3. Find a balanced pace when speaking. Avoid speaking too quickly or softly, as it may hinder comprehension for your audience.
- 4.: Minimize the use of filler words such as "um," "uh," or "like." Practice pausing instead to gather your thoughts.
5. Allow others the opportunity to speak and share their thoughts.
6. Avoid expressing negativity or dismissing the contributions of others.
7. Pay attention to non-verbal cues from your audience.
- 8.: Don't assume that your audience understands everything.
9. While self-reflection is valuable, avoid being overly self-critical during verbal communication activities.
10. Consider the context of the communication activity.



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ACTIVITY REPORT 1

ACTIVITY NAME: CRT

CLASS: BBA IBA

THEME: Verbal Communications

PARTICIPANTS: 55

DESCRIPTION

Verbal communication is the transmission of information, ideas, thoughts, and feelings through spoken words. It is a fundamental aspect of human interaction and plays a crucial role in personal, professional, and social contexts.

Session 1 -10 mins: In first session the link is shared to the students.

Session 2 -35 mins-Student access the link and write the answers.

Session 3-10 mins- Correction of Errors and answers to grammatical questions.

OBJECTIVE: The objective of developing strong verbal communication skills is to enable individuals to express themselves clearly, convey information effectively, and engage in meaningful interactions. Students not only enhance their academic performance but also develop essential life skills that will benefit them in various social and professional contexts. Effective verbal communication is a foundational skill that supports students overall growth and success.

OUTCOMES: Students' can have holistic development, preparing them for success in academic pursuits, interpersonal relationships, and future endeavors. Effective verbal communication skills empower students to express themselves with confidence, collaborate successfully, and navigate diverse social and professional contexts.



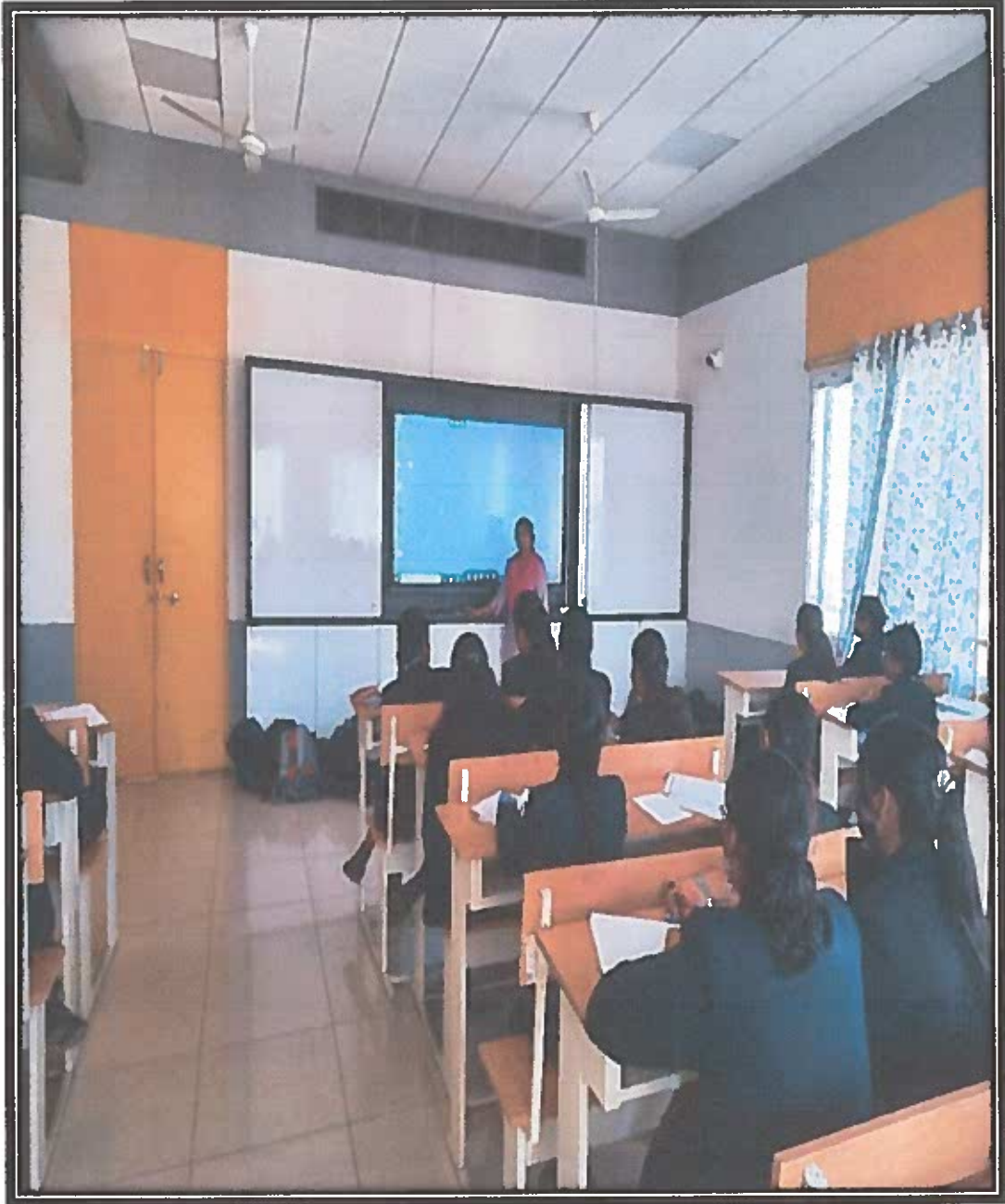
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ACTIVITY REPORT 2

ACTIVITY NAME: CRT

CLASS: B.COM IIIC

THEME: Verbal Communications

PARTICIPANTS: 52

DESCRIPTION

Verbal communication is the transmission of information, ideas, thoughts, and feelings through spoken words. It is a fundamental aspect of human interaction and plays a crucial role in personal, professional, and social contexts.

Session 1 -10 mins: In first session the link is shared to the students.

Session 2 -35 mins-Student access the link and write the answers.

Session 3-10 mins- Correction of Errors and answers to grammatical questions.

OBJECTIVE: The objective of developing strong verbal communication skills is to enable individuals to express themselves clearly, convey information effectively, and engage in meaningful interactions. Students not only enhance their academic performance but also develop essential life skills that will benefit them in various social and professional contexts. Effective verbal communication is a foundational skill that supports student's overall growth and success.

OUTCOMES: Students' can have holistic development, preparing them for success in academic pursuits, interpersonal relationships, and future endeavors. Effective verbal communication skills empower students to express themselves with confidence, collaborate successfully, and navigate diverse social and professional contexts.



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SIVA SIVANI DEGREE COLLEGE

(Affiliated to Osmania University)



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Feed Back

Activity: *Verbal Communication*

Participants: **Students**

Date: *7/2/23*

Class: *BBA - 2 BA*

Please rate the following parameters as under:

1. Is Activity effective
a) Excellent b) Very Good c) Good d) Fair
2. Is Activity properly exhibited
a) Excellent b) Very Good c) Good d) Fair
3. How useful the Activity is
a) Excellent b) Very Good c) Good d) Fair
4. How well did you participated in the Activity
a) Excellent b) Very Good c) Good d) Fair
5. Time Management
a) Excellent b) Very Good c) Good d) Fair
6. Facilities provided
a) Excellent b) Very Good c) Good d) Fair
7. Overall rating of the Activity
a) Excellent b) Very Good c) Good d) Fair
8. Any other suggestions

- No -

M. Murali
Signature of the Student



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MOCK INTERVIEWS

Mock interviews enabled students to gain experience in a real interview setting. They also gained feedback and advice from the interviewer, which helped them improve their interviewing skills. Additionally, mock interviews allowed students to practice their responses to potential questions before their actual interviews. This gave them the opportunity to perfect their answers and feel more comfortable and confident when they went on their real interviews. Mock interviews were also valuable because they allowed students to identify any weaknesses in their interviewing skills, such as nervousness or poor body language, and work on improving them before the interviews.

Different methodologies were used while organizing the mock interview. These included having the students interviewed by faculty members, providing them with feedback, and conducting role-playing exercises. These activities allowed students to refine their interviewing skills before they entered the real job market.

Methodologies

Organizing mock interviews is an excellent way to nurture young minds and prepare them for real-world experiences. Mock interviews help individuals develop essential skills such as effective communication, critical thinking, problem-solving, and confidence. Here are various methodologies you can incorporate into mock interviews to make them more enriching:

Traditional Interviews: First-semester students who are just starting to explore the world of interviews. For them it's important to introduce them to the basics and gradually build their understanding of the interview process. Here are some simplified and beginner-friendly methodologies for mock interviews tailored to first-semester student like

1. **Introduction Interviews:** Simple Icebreaking questions to help students get comfortable with introducing themselves. And also Focusing on building basic communication skills and confidence. Many sessions were organized like Jam Session, Tell about Yourself etc has made each individual to be free in communicating without fear. A proper analysis been given while evaluating the round.



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2. Group Discussion: Group Discussion is been taken as second round where each individual can able to discuss on the topic been shared. This allows the participants to brainstorm their ideas, gain different perspectives, and learn from each other. Furthermore, it allows for a better understanding of the topic and a better appreciation of different opinions. Group discussion also helps to identify potential solutions to problems, as two or more people can often have different perspectives on the same topic. Additionally, it can help to identify potential weaknesses and strengths of an individual, which can be beneficial for their future endeavors. Each Team of 10 members been made in class and made them sit in circle so that each individual can able to have proper assess in communicating to each member. Through this we can analyse communication skills, etiquettes, leadership skills and time management are evaluated.

3. P.I Round: P.I Round is also known as One-on-One Round where each individual student faces stress level while communicating with the panel understanding their commitment and determination towards the goals been framed for. This round helps to assess the potential of a student and gauge their ability to cope with difficult situations. It also provides a platform for students to showcase their skills and abilities. Finally, it also allows for a better understanding of how the students handle pressure and stress. By assessing the potential of a student, recruiters can better evaluate the student's potential to succeed in a given job role. Additionally, by providing a platform for students to showcase their skills and abilities, recruiters can better assess how well the student may fit into their team. Finally, by understanding how the students handle pressure and stress, recruiters can better determine if the student will be able to handle the challenges of the job.

Behavioural Interview: Students were analysed based on Structure questions around the STAR method (Situation, Task, Action, Result) to assess candidates' behavioral and situational responses. This provided a comprehensive evaluation of the student, allowing trainers to gain insight into the student's capabilities. It also enabled trainers to evaluate students in a more objective way, rather than relying on subjective opinions. This method also provided students with an opportunity to demonstrate their problem-solving and critical thinking skills, as well as their ability to respond to challenging situations. Additionally, it was an effective way to assess student's suitability for a





particular job role, as it allowed trainers to gain insight into the student's skills, knowledge, and abilities. Major behavioural aspects rounds including

1. Role-Playing Model: In this model students were given case study simulations where each individual should stimulate the situation given and act accordingly in order to solve the problem. The simulations are basically from live scenarios of corporate world. Depending on the criteria stated students had to analyse. Evaluation is done on critical thinking, logical analysis, realistic thought process etc will be marked.

2. Psychometric Test: This test is frequently used for final year students to analyse their reasoning skills. Psychometric test studies about the situational analysis of the individual how they react on the situation been stated in the role been given. This test is done in two modes 1. Through online and through offline. By doing this test each individual can check on their spontaneity,

3. Thematic Test: Thematic test questions are used in mock interviews to help assess a student's ability to think outside the box. These questions require the candidate to analyse a situation and come up with a unique response. This helps to identify candidates who have creative thinking skills. Thematic test questions allow recruiters to assess a candidate's ability to think critically and analytically, as well as their ability to come up with creative solutions. These questions are also useful for providing insight into the candidate's overall personality, as they can assess a candidate's ability to think on their feet and come up with creative solutions under pressure.

Cultural Fitment: Cultural fitment is essential for students to be successful in their studies and future careers. It helps them understand the culture of the country they are studying in and helps them make connections with people from different backgrounds. It gives them a sense of belonging and a sense of purpose. Companies look for candidates who fit their culture and values. It is important for students to understand the cultural expectations of the organization they are applying to so that they can prepare accordingly. Cultural fitment is also necessary for successful team dynamics.

1. Assessment Round: In this round each individual has to face online test on various aspects like verbal, logical, situational etc. With this the behavioural perception of the student can be evaluated. Depending on the rounds whether the student has the capability to attend various rounds will be checked and proper feedback will be shared to improve these skills.





2. Telephonic Round: Telephonic round is a complex part with which each individual had to answer the call and should answer with clarity to the person who is evaluating their speaking skills. Through this round listening skills, communication skills, spontaneity, clarity in vocabulary are checked

3. Case Study Analysis: Case study rounds in interviews for students are commonly used to assess problem-solving skills, analytical thinking, and the ability to apply theoretical knowledge to real-world situations. The format and content of a case study interview can vary depending on the field or industry, Students works in groups and they had to understand the case been shared and should perceive discuss among the team.

Technical Interview: When conducting technical interviews for students, the goal is to assess their problem-solving skills, coding abilities, and understanding of fundamental technical concepts. These concepts mostly taken for IT openings. Every student was trained in depth by expertise faculty and also guest lectures were taken on core tools which makes them be ready for the corporate world.

1. Algorithm problem solving: Present a coding problem that requires problem-solving skills. Encourage students to talk through their thought process and explain their approach before coding. Focus on algorithms and data structures commonly covered in early coursework (e.g., arrays, linked lists, basic searching and sorting).

2. Code Review and Optimization (15-20 minutes): After the student codes a solution, conduct a code review. Discuss the efficiency of the solution and suggest optimizations. Evaluate the ability to write clean, modular, and efficient code.

3. Debugging Exercises: Debugging exercises are taught for students in order to remove error procedures. In order to create functional computer programs. It focus on code snippet with international errors or bugs. Each individual is under the guidance of the faculty who will be tuning on the knowledge to be used while working with the tools of budding. Each students were given issues and asked to identify the issue and fixation of the problem. Given thorough debugging skills and attention to focus on detail.



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4. Database Concepts: Basic Database concepts are taught to students to be ready for any interview questions aligned in their phase. Such as SQL queries, normalization and indexing were taken as major category in this technical round. These types of session make individual students to embark for future corporate trends.

5. Visual/Audio Interviews: Students were made familiar about virtual interview settings in which they had to focus on communication tools through camera and addressing potential technical issues in it. Pearson rounds were given to each individual for being ready for top company's complex rounds. Through these types of sessions students will be exposed more effectively on the realistic process.

Personal Assessment: Personal Assessment deals with the one-on-one interview panel for students to understand the line manager rounds for corporate interviews. These interviews envision each individual to focus on different aspects like subjects, technical, job role, aspirations to be shared to the concern in an effective way.

1. **HR-Round:** The human resources (HR) round of an interview is crucial as it allows the interviewer to assess your interpersonal skills, communication abilities, and cultural fit within the organization. Expertise trainers in college prepare equitably

2. **Line Manager Round:** The line manager round is typically focused on assessing student's technical skills, knowledge, and how well each individual can fit into the specific role or team been interviewed for. In this mock around 3 members for panel were taken according to their expertise knowledge and been interviewed students and was also given immediate feedback for their betterment.

3. **Executive Round:** This round is given to students who are going to face core jobs in their specialization. These sessions were also called as stress rounds. Depending upon the need of the corporate world the round is designed for the students. With these types of insights had developed the perception of students to be more creative and logical in answering effectively.



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Mock Interview

Dos:

1. Before the mock interview, gather information about the organization conducting it.
2. Wear appropriate attire for the industry or field. This might include business casual or business professional attire.
3. Anticipate and practice responses to common interview questions. Be ready to discuss your strengths, weaknesses, experiences, and career goals.
4. Have multiple copies of your resume on hand. It's a good practice even for mock interviews as it shows preparedness.
5. Prepare thoughtful questions about the organization, role, or industry. This demonstrates your interest and engagement.
6. Maintain eye contact, offer a firm handshake, and sit up straight.
7. Be ready to discuss specific accomplishments or experiences that showcase your skills and abilities. Use the STAR (Situation, Task, Action, Result) method if applicable.
8. Pay close attention to the questions asked and respond thoughtfully. Active listening shows your ability to comprehend and engage in a conversation.
9. After the mock interview, thank the interviewer for their time and feedback. This shows appreciation and professionalism.
10. Ask for constructive feedback on your performance. This information can be valuable for improving your interview skills.

Don'ts:

1. Arrive unprepared: Treat the mock interview as seriously as a real one.
2. Underestimate the importance of appearance: Dressing inappropriately can send the wrong message.
3. Rambling or providing overly lengthy responses:
4. Interrupt the interviewer:
5. Exaggerating or lying can lead to credibility issues.
6. Appear disinterested leads to negativity.
7. Forget to bring necessary materials for the Interview.



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ACTIVITY REPORT 1

ACTIVITY NAME: CRT

CLASS: BBA 1K

THEME: Mock Interviews

TOOLS USED: Evaluation sheets, Pen

PARTICIPANTS: 55

DESCRIPTION: Mock interviews is an excellent way to nurture young minds and prepare them for real-world experiences. Mock interviews help individuals develop essential skills such as effective communication, critical thinking, problem-solving, and confidence.

OBJECTIVE: Evaluates the students' communication, interpersonal, and problem-solving skills in a simulated interview setting. Help students become familiar with the interview process, including common questions and professional etiquette. Help students manage interview-related stress and build confidence in their ability to articulate their skills and experiences.

OUTCOMES: Mock interviews collectively contribute to students' professional development, preparing them to confidently and effectively navigate real-world job interviews. These experiences empower students to present themselves as competent, skilled, and well-prepared candidates in the competitive job market.



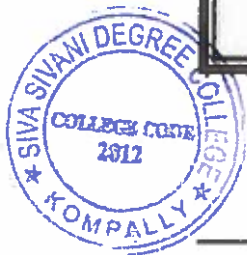
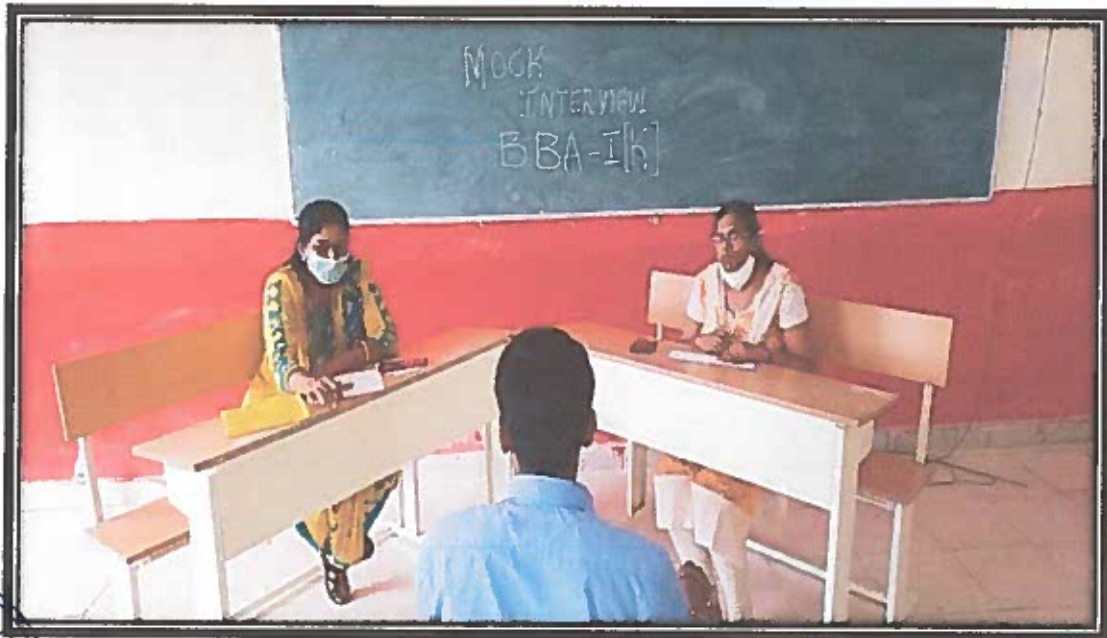
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Evaluation Sheet

PE EVALUATION SHEETS

STUDENT NAMES	ROLL NO	CONFIDENCE	EYE CONTACT	ETIQUETTES	LOGICAL ANSWERS	ENDING NOTE	MARKS	REMARK
Charan	158	0.5	0.5	4	4	4	22	Improve logical answering
Akshay	154	5	5	5	4	5	24	Confidence
Raandeep	175	4	3	4	5	4	24	Body language should be improved
Rashmita	60	5	5	5	4	4	23	Fear in expressing
Saloni	163	5	5	5	3	2	20	Improve body language
Banabita	167	4	3	5	4	4	20	Improve logical answering
Keerthi	151	5	5	5	4	5	24	Confidence
Rohith	159	4	3	4	3	3	17	Fear in expressing
Ratish	172	5	5	5	4	5	24	Very good
Yagitha	182	3	4	2	3	3	15	Fear in expressing
Bharath	176	5	4	3	2	1	15	improve communication skills
Sainath	144	2	3	2	2	1	10	improve communication skills
Mohitha	155	5	5	3	2	2	17	Fear in expressing



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ACTIVITY REPORT 2

ACTIVITY NAME: CRT

CLASS: B. COM IIIA

THEME: Mock Interviews

TOOLS USED: Evaluation sheets, Pen

PARTICIPANTS: 54

DESCRIPTION: Mock interviews is an excellent way to nurture young minds and prepare them for real-world experiences. Mock interviews help individuals develop essential skills such as effective communication, critical thinking, problem-solving, and confidence.

OBJECTIVE: Evaluates the students' communication, interpersonal, and problem-solving skills in a simulated interview setting. Help students become familiar with the interview process, including common questions and professional etiquette. Help students manage interview-related stress and build confidence in their ability to articulate their skills and experiences.

OUTCOMES: Mock interviews collectively contribute to students' professional development, preparing them to confidently and effectively navigate real-world job interviews. These experiences empower students to present themselves as competent, skilled, and well-prepared candidates in the competitive job market.



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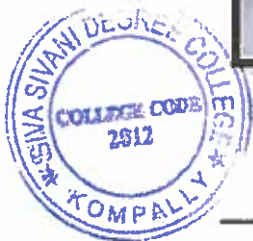
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Evaluation Sheet

PBA [24/10/19]								
STUDENT NAMES	ROLL NO	CONFIDENCE	EYE CONTACT	ETIQUETTES	LOGICAL ANSWERS	ENDING NOTE	MARKS	REMARKS
Manjith	169	1	0.8	1	0.9	1	4.7	Good at communication & answering
Thiruvani	148	0.3	0.3	0.5	0.3	0.5	2.0	Has no clarity to answer questions
Vishnuvardhan	174	0.5	0.7	0.3	0.5	0.5	2.5	Need to change way of answering laconic answers
Kavlyn Shree	178	0.3	0.5	0.7	0.5	0.3	2.3	
Abhishek	173	0.3	0.3	0.7	0.5	0.5	2.3	Need to change way of answering
Sargana Chellam	97	0.7	0.7	0.9	0.5	0.8	3.6	Need to improve communication
Abas MD	126	0.8	1	1	0.5	0.7	4	Improve fluency
Bhargav	102	1	0.8	0.5	0.7	0.7	3.7	Need to improve communication
Dilip	171	0.5	0.3	0.3	0.4	0.5	2.0	Low Confidence
Poojitha	156	1	0.9	0.8	1	1	4.7	Good communication skills
Anjali	105	0.3	0.5	0.3	0.3	0.5	1.9	Low Confidence
Shravan	149	0.5	0.7	0.8	0.8	0.7	3.5	Improve Fluency
Vishika	152	0.4	0.6	0.6	0.4	0.5	2.5	Improve communication skills
Pranav	104	1	1	0.9	0.8	1	4.7	Good communication skills
Mounika	105	0.8	0.9	0.8	0.9	0.7	4.1	Improve fluency



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Feed Back

Activity: *Mock Interviews*

Date: *21/2/23*

Participants: **Students**

Class: *BBA - I K*

Please rate the following parameters as under:

1. Is Activity effective
a) Excellent b) Very Good c) Good d) Fair
2. Is Activity properly exhibited
a) Excellent b) Very Good c) Good d) Fair
3. How useful the Activity is
a) Excellent b) Very Good c) Good d) Fair
4. How well did you participated in the Activity
a) Excellent b) Very Good c) Good d) Fair
5. Time Management
a) Excellent b) Very Good c) Good d) Fair
6. Facilities provided
a) Excellent b) Very Good c) Good d) Fair
7. Overall rating of the Activity
a) Excellent b) Very Good c) Good d) Fair
8. Any other suggestions

This is very usefull.

G. Manika

Signature of the Student



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VERSANT ROUND

At Siva Sivani Degree College, Versant Round plays a pivotal role in improving language proficiency in students. A Versant Round typically refers to a specific type of language proficiency test. It's designed to assess and evaluate a person's spoken and written language skills in a particular language, often English. The test may cover various aspects, including pronunciation, vocabulary, grammar, and overall communication ability. The Versant Round is a comprehensive language proficiency assessment designed to evaluate students' verbal communication skills in a target language. This round employs advanced technology to objectively measure various aspects of language proficiency, including pronunciation, vocabulary, grammar, and fluency. The assessment aims to provide a detailed analysis of students' spoken language abilities, offering valuable insights into their linguistic strengths and areas for improvement.

Versant Round Dos and Don'ts

Dos:

1. Engage in regular English conversations with native speakers or fellow students.
2. Understand the structure of the Versant test.
3. Speak your words clearly and at a moderate pace.
4. Pay close attention to the instructions given before each section of the test.
5. Aim to use correct grammar and appropriate vocabulary in your responses.
6. Work on your pronunciation by listening to native speakers and practicing common words and phrases.
7. Confidence in your spoken English can positively impact your performance.
8. Before starting each section, take a deep breath and relax.
9. If there is an opportunity to review or retake any part of the test, take advantage of it.
10. If possible, seek feedback on your performance.

Don'ts:

1. Speaking too quickly, as it may result in unclear and unintelligible speech.
2. Words such as "um," "uh," or "like." These can distract from your message and affect the clarity of your speech.
3. Mispronunciations can impact how well the automated system understands your responses.
4. Responding without fully understanding the question can lead to inaccuracies in your answers.
5. Rushing may lead to errors or omissions in your speech.



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ACTIVITY REPORT 1

ACTIVITY NAME: CRT

CLASS: B. COM IIIA

THEME: Versant round

PARTICIPANTS: 54

DESCRIPTION (Time Duration 1hr)

Session 1: Giving access to all the students in the language lab to listen and practice all the versant videos.

Session 2: Students practiced the exercises.

Session 3: Students spoke the pronunciation exercises accordingly.

Session 4: They noted down difficult words and sentences in which they difficulty.

OBJECTIVES: Comprehensively evaluates the students' spoken English proficiency, communication skills, and their ability to adapt to different communication contexts. The Versant rounds serve as a valuable tool for assessing and refining students' language abilities, preparing them for success in academic and professional communication.

OUTCOMES: Verification of the student's language proficiency level, providing insights into their ability to understand and communicate effectively in the target language. The students were able to improve their language skills and understood the importance of English language.



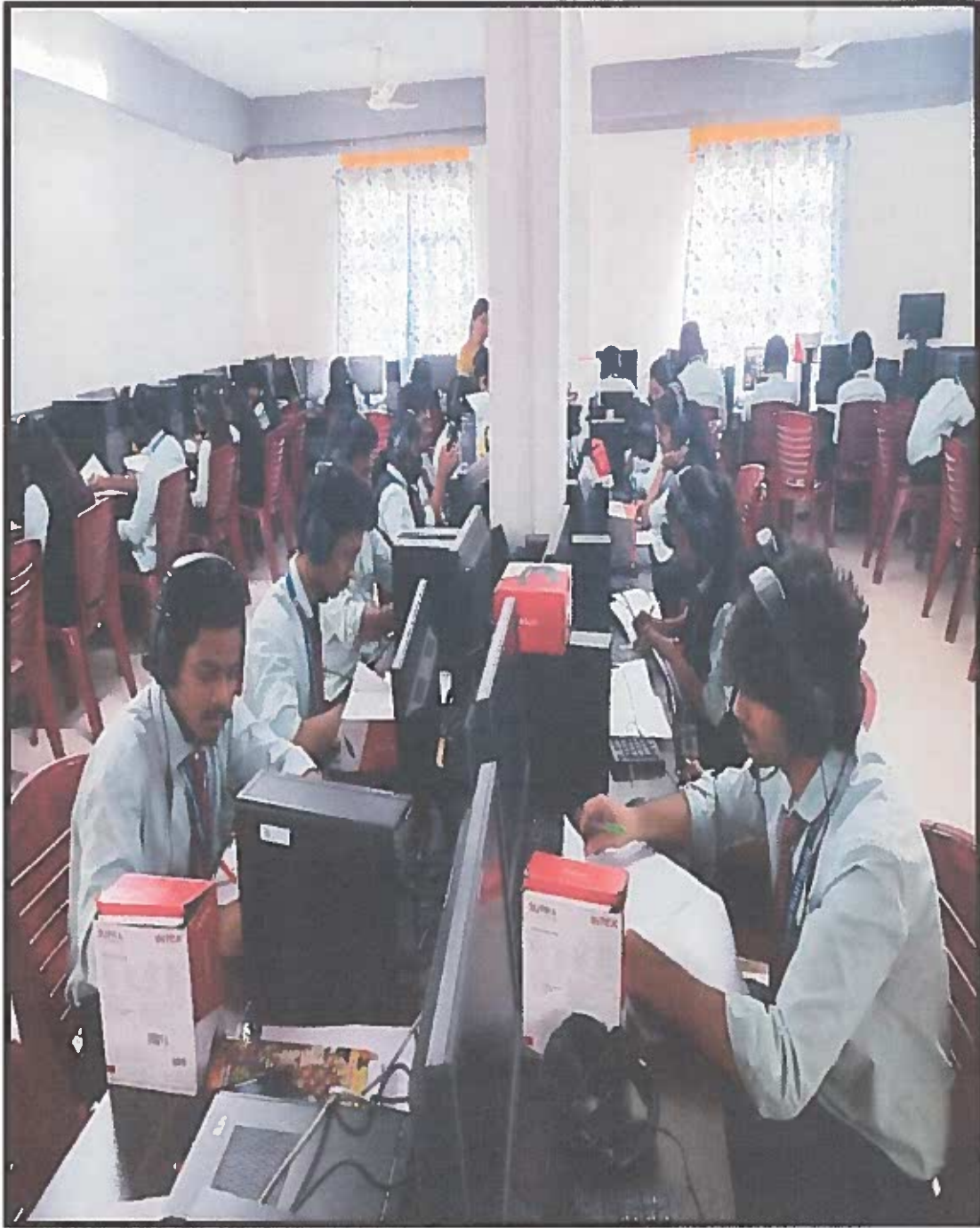
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ACTIVITY REPORT

ACTIVITY NAME: CRT

CLASS: B. SC III NUT

THEME: Versant round

PARTICIPANTS: 54

DESCRIPTION (Time Duration 1hr)

Session 1: Giving access to all the students in the language lab to listen and practice all the versant videos.

Session 2: Students practiced the exercises.

Session 3: Students spoke the pronunciation exercises accordingly.

Session 4: They noted down difficult words and sentences in which they difficulty.

OBJECTIVES: Comprehensively evaluates the students' spoken English proficiency, communication skills, and their ability to adapt to different communication contexts. The Versant rounds serve as a valuable tool for assessing and refining students' language abilities, preparing them for success in academic and professional communication.

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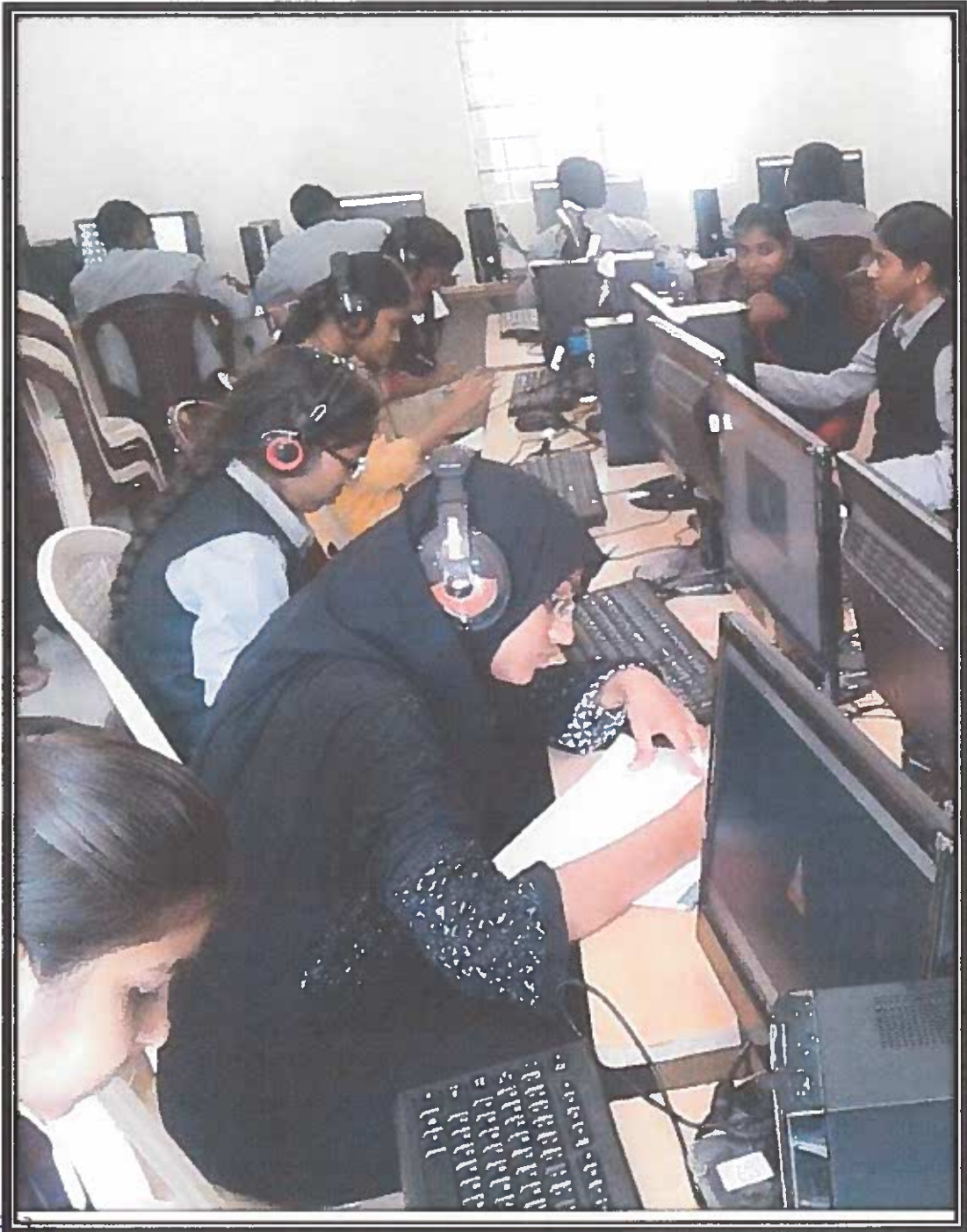


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Feed Back

Activity: Versant Round

Date: 7/3/23

Participants: Students

Class: B.Sc. III Sem.

Please rate the following parameters as under:

1. Is Activity effective
a) Excellent b) Very Good c) Good d) Fair
2. Is Activity properly exhibited
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8. Any other suggestions

Chitrapriya

Signature of the Student



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COMMUNICATIVE ENGLISH:

At Siva Sivani Degree College, Communicative English forms an integral part of the curriculum, emphasizing proficiency in spoken and written English. The institution offers structured sessions designed to enhance students' language skills, focusing on grammar, vocabulary, comprehension, and effective communication.

These sessions aim to cultivate a strong foundation in English grammar, enabling students to express themselves accurately and fluently. Through interactive exercises and practical applications, students develop a robust grasp of grammatical rules and usage. Vocabulary enhancement sessions facilitate the expansion of students' word bank, equipping them with an extensive range of words and expressions for effective communication. Emphasis is placed on contextual usage and understanding nuances in various contexts.

Comprehension exercises are integrated to sharpen students' reading skills, enabling them to understand and analyze diverse texts, articles, and passages. This fosters critical thinking and enhances their ability to extract information effectively. Oral communication sessions encourage students to articulate ideas confidently and coherently. Through discussions, debates, and presentations, students refine their public speaking skills, fostering self-assurance and clarity in expression. Additionally, writing exercises focus on various formats such as essays, reports, and formal letters, aiming to improve students' written communication abilities. Attention is given to structuring, coherence, and effective conveyance of ideas. Furthermore, practical application modules offer opportunities for real-life scenarios, enabling students to apply their communicative English skills.



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Communicative English

Dos:

- 1.: Engage in classroom discussions to practice expressing your thoughts and ideas in English
2. Don't hesitate to ask questions if you need clarification.
3. Whenever possible, use English when working on group projects or activities
4. Pay close attention to the teacher and your classmates during lessons.
5. Regularly introduce new words into your vocabulary.
6. Develop the habit of taking notes in English during lectures.
7. When speaking, articulate your words clearly and maintain a moderate pace
- 8.: Engage in language-focused activities provided by the teacher.

Don'ts:

1. Being shy away from participating in class due to fear of making mistakes.
2. While informal language has its place, avoid using slang excessively, especially in academic settings.
3. Interrupting your classmates or the teacher during discussions
4. Neglect pronunciation.
5. Not paying attention to grammar rules.
6. Speaking too quietly may hinder effective communication.



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ACTIVITY REPORT 1

ACTIVITY NAME: CRT

CLASS: BSC II DS

THEME: Communicative English

PARTICIPANTS: 55

DESCRIPTION:

The Communicative English Program is designed to empower students with the practical language skills needed for effective communication in both academic and real-world situations. Focused on developing proficiency in listening, speaking, reading, and writing, this program goes beyond traditional language instruction. It encourages students to actively engage with the language, fostering a communicative approach that enables them to express ideas, understand diverse perspectives, and navigate various social and professional contexts confidently.

OBJECTIVE: Create a comprehensive and learner-centric approach to Communicative English, ensuring that students not only acquire language proficiency but also develop the confidence and skills to navigate diverse communication situations effectively.

OUTCOME: Collectively signify the success of the Communicative English Program, demonstrating that students have not only acquired language proficiency but have also developed the confidence and skills necessary to excel in a variety of communication contexts.



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

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ACTIVITY REPORT 2

ACTIVITY NAME: CRT

CLASS: BBA I K

THEME: Communicative English

PARTICIPANTS: 46

DESCRIPTION:

The Communicative English Program is designed to empower students with the practical language skills needed for effective communication in both academic and real-world situations. Focused on developing proficiency in listening, speaking, reading, and writing, this program goes beyond traditional language instruction. It encourages students to actively engage with the language, fostering a communicative approach that enables them to express ideas, understand diverse perspectives, and navigate various social and professional contexts confidently.

OBJECTIVE: Create a comprehensive and learner-centric approach to Communicative English, ensuring that students not only acquire language proficiency but also develop the confidence and skills to navigate diverse communication situations effectively.

OUTCOME: Collectively signify the success of the Communicative English Program, demonstrating that students have not only acquired language proficiency but have also developed the confidence and skills necessary to excel in a variety of communication contexts.



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Feed Back

Activity: *Communicative English*

Participants: **Students**

Date: *20/3/23*

Class: *BSc. II DS*

Please rate the following parameters as under:

1. Is Activity effective
a) Excellent b) Very Good c) Good d) Fair
2. Is Activity properly exhibited
a) Excellent b) Very Good c) Good d) Fair
3. How useful the Activity is
a) Excellent b) Very Good c) Good d) Fair
4. How well did you participated in the Activity
a) Excellent b) Very Good c) Good d) Fair
5. Time Management
a) Excellent b) Very Good c) Good d) Fair
6. Facilities provided
a) Excellent b) Very Good c) Good d) Fair
7. Overall rating of the Activity
a) Excellent b) Very Good c) Good d) Fair
8. Any other suggestions

G.V.N.L. Sinsha
Signature of the Student



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