BANGALORE CITY COLLEGE

KALYAN NAGAR, BANGALORE

Internal Quality Assurance Cell (IQAC)

Internal Quality Assurance Report (IQAR)

2010-2011

SUBMITTED TO

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC)

BANGALORE

PART-A

BANGALORE CITY COLLEGE
INTERNAL QUALITY ASSURANCE CELL (IQAC)
Annual Quality Assurance Report (AQAR)

Part – A

Criteria 1.1 Regular Academic Activities.

All the Under graduation and Postgraduation courses run parallely and syllabus are completed with the stipulated time.

Regular classes as prescribed in the curriculum are taken with different teaching methods.

Conductance of Regular Practicals as prescribed in the curriculum.

Assignments on different subjects and Seminars in all the subjects are presented by the students.

Conductance of Two Internal Exams per semester.

Organizing regular field trips, visits to various organizations and institutions.

Organizing guest lectures and guest seminars.

Criteria 1.2 ICT enabled Innovative Teaching.

Using OverHead Projectors.

Using LCD Projectors for power point presentations.

Internet enabled teaching.

Using audio and video aids to teach.

Criteria 1.3 Staff Enrichment Programme.

Faculty development program------1 on July 16, 2010
- Staff Education & Development of Quality teaching
- The standard
- The rationale

The standard

Staff development that improves the lea rnlng of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types' f classroom assessments appropriately.

The rationale

Successful teachers have a deep understanding of the subjects they teach, use appropriate instructional methods, and apply various classroom assessment strategies. These teachers participate in sustained, intellectually rigorous professional learning regarding the subjects they tech, the strategies they use to teach those subjects, the findings of cognitive scientists regarding human learning, and the means by which they assess student progress in achieving high academic standards.

Teachers may acquire deeper understanding of their subjects through various means. For example, they may serve summer internships in appropriate organizations, attend extended institutes with follow-up activities throughout the college year, take traditional university or electronically delivered coursework, perform the activities of individuals university or electronically delivered coursework, perform the activities of individuals involved in that field (for instance, conducting historical research), or participate in fact-to-face or electronic subject-area networks. Whenever possible, however, it is important that teachers experience firsthand as learners the instructional approaches they in turn will be using with the students. They also attend workshops and courses with classroom follow up, participate in study groups, visit or watch videotapes of high performing classrooms, observe demonstration lessons, or receive classroom coaching. Because it is natural that teachers will teach as they themselves are taught, it is imperative that the instructional methods used with educators be congruent to the greatest extent possible with those they are expected to use in their classroom.

Teachers depend on other knowledge and skills to facilitate student success. Examples of such additional content include classroom management, fundamental technological skills that increase teacher productivity, as well as mentoring and coaching skills for teacher. Again, teachers must experience appropriate staff development designs to facilitate the desired outcome for students.

Classroom assessment when appropriately conducted ca improve student learning as well as gauge achievement, it is essential that teachers have a range of methods at their disposal that promote learning as well as measure it. Therefore, successful professional development efforts regularly include opportunities for teachers to acquire formative classroom assessment techniques appropriate to the subject matter and types of performance called for in state or local standards.

Teachers' acquisition of this knowledge and these skills can occur relatively simultaneously. For instance, teachers may be learning new instructional approaches and assessment techniques awhile they are deepening their understanding of curriculum their progress in limited by a lack of subject-area.

The standard

Staff development that improves the learning of all students applies knowledge about human learning and change.

The rationale

No matter the age at which it occurs, human learning is based on a common set of principles. While adults have; more life experience to draw on than younger learners and are often clearer about what they want to learn and why it is important, the means by which the learning occurs is remarkably; similar . Consequently, it is important that the learning methods used in professional development reflect as closely as possible the methods teachers are expected to use with the students.

It is essential that staff development assist educators in moving beyond comprehension of the surface features of a new idea or innovation to a fuller land more complete understanding of its purposes, critical attributes, meaning, and connection to other approaches. To improve student achievement, adult learning under most circumstances must promote deep understanding of a topic and provide many opportunities for; teachers and administrators to practice new skills with feedback on their performance until those skills become automatic and habitual. Such deeper understanding typically requires a number of opportunities to interact with the idea or procedure through active learning processes that promote reflection such as discussion and dialogue, writing, demonstrations, practice with feedback, and group problem solving.

Because people have different learning styles and strengths, professional development must include opportunities to see, hear, and do various actions in relation to the content. It is also important that educators are able to learn alone and with others and, whenever possible, have choices among learning activities.

Another important dimension of adult engagement in change processes is the feelings that such change often evokes individuals. Even under the best of circumstances, pressure for change, no matter what its source, may produce feelings of anxiety, fear, and anger. Such feelings are most effectively addressed through skillful listening and problem solving within a respectful and trusting college culture. It is helpful for educational leaders to appreciate that, to some degree, such feelings are natural and an inevitable part of the change process. Such appreciation is aided when leaders have a deep understanding of the change literature, particularly the Concerns-Based Adoption Model, and are able to apply its insights when planning and implementing new practices in colleges.

A third dimension of change is the life stage of individuals engaged in the change process. While recognition of life stage differences would not alter expectations for performance, it may affect an individual's availability and interest in additional work responsibilities during different phases of his or her life. Recognition of life stage differences may also help staff development leaders in tapping educators' strengths and talents, such asking skillful veteran teachers to serve as mentors or caches for their peers.

Electronic forms of learning may prove particularly helpful in providing alternatives that respond to differences in learning styles and availability due to life stage issues. Staff development content may be accessed via the internet or other forms of distance technology that will enable learning throughout the day in various settings using media that appeals to different learning preferences knowledge in a particular area and request an on-the-spot explanation of a particular concept. Teachers who are developing or learning how to use a scoring rubric for assessment purposes may at the same time be deepening their content knowledge.

In their role as instructional leaders, district and college administrators make teacher content knowledge and skills related to curriculum, instruction, and assessment high priorities. They do so by designing teachers' work days to include ongoing professional learning and collaboration and by providing teachers with data to assist with formative classroom assessment. In addition, they create a district and college culture of innovation and continuous improvement by visiting classrooms regularly to observe instruction; and by engaging in frequent conversations with teachers individually and collectively about instruction and student learning.

The "Model of Teacher Change" proposes that change occurs in the following order: that change occurs in the following order: (1) professional development, (2) change in classroom practices, (3) change in student learning, (4) change in teachers' attitudes and beliefs. The model says that significant changes in teachers' attitudes and beliefs occur primarily after they gain evidence of improvements in student learning. These improvements typically result from changes teachers have made in their classroom practices. Teachers believe it works because they have seen it work, and that experience shapes their attitudes and beliefs. Substantial evidence in support of this model is provided along with specific implications for staff development planning, implementation, and evaluation.

Faculty Development Program—

Held on2 on August 4, 2010

Topic **"Five Models of Staff Development",** by Mr. Bhadran. V. Pillai, Professor, Department Education, Acharya Group of Institutions.

During the late 1970s and early 1980s, several major studies and reviews contributed to our understanding of the characteristics of effective staff development, focusing not on attitudes, but on actual practices). The resulting list of effective practices, well known by now, included.

- Programs conducted in college settings and linked to 'college-wide efforts;

- Teachers participating as helpers to each other and as planners, with administrators, of in Service activities;

- Emphasis on self-instruction, with differentiated training opportunities;

- Teachers in active roles, choosing goals and activities for themselves;

- Emphasis on demonstration, supervised trials, and feedback; training that is concrete and Ongoing over time; and

- Ongoing assistance and support available on request

Staff development came of age in the 1980s. It was the focus of countless conferences, workshops, articles, books, and research reports. State legislators and administrators of local college districts saw staff development as a key aspect of college improvement efforts. Many college districts initiated extensive staff development projects to improve student learning.

Introduction

In spite of this recent intense, widespread interest in staff development, much remains to be learned about the process. This article organizes what is known about effective staff development into five models currently being espoused and used by staff developers. A review of the supporting theory; and research on;; these models is followed by a description of what is currently known about the organizational context that is required to support successful staff development efforts. The conclusion discusses what can be said with confidence about effective staff development practice and what remains to be learned.

Definitions

Staff development is defined as those processes that improve the job-related knowledge, skills, or attitudes of college employees. While participants in staff development activities may include college board members, central office administrators, principals, and non-certified staff, this article focuses on staff development for teachers. In particular, it examines what is known

about staff development that is intended to improve student learning through enhanced teacher performance.

Two uses of the word "model" have been combined in an effort to both conceptualize staff development and make this conceptualization useful to staff developers. First, borrowing from inversion's (1987) use of the term, a model can be seen as a design for learning which embodies a set of assumptions about (a) where knowledge about teaching practice comes from, and (b) how teachers acquire or extend their knowledge. Models chosen for discussion differ in their assumptions. Second, adapting Joyce and Well's (1972) definition of a model of teaching, a staff development model; is a pattern or plan which can be used to guide the design of a staff development program.

Each staff development model presented below is discussed in terms of its theoretical and research underpinnings, its critical attributes (including its underlying assumptions and phases of activities), and illustrations of its impact on teacher growth and development. The literature supporting these models is of several types. First, for each mode, the theoretical and research bases that support its use in improving teacher knowledge, skills, or attitudes are considered. The question asked was: Why should one believe that this model should affect teachers' classroom behavior? Second, program descriptions were reviewed in which these models were applied. The question asked was: What evidence exists that demonstrates that this model can be implemented by staff developers in colleges and colleges' districts? Third, data about outcomes was sought. The question asked was: What evidence indicates that this model actually makes a difference in teacher performance?

An Overview

This article presents five models of staff development: (a) individually-guided staff development, (b) observation/assessment(c) involvement in a development/improvement process, (d) training, and (e) inquiry.

Individually-guided staff development refers to a process through which teachers plan for and pursue activities they believe will promote their own learning. The observations/assessment model provides teacher with objective data and feedback regarding their classroom performance. This process may in itself produce growth or it can provide information that may be used to select areas for growth.

Involvement in a development/improvement process engages teachers in developing curriculum, designing programs, or engaging in a college improvement process to solve general or particular problems. The inquiry model requires that teachers identify an area of instructional interest, collect data. The training model (which may be synonymous with staff development in the minds of many educators) involves teachers in acquiring knowledge or skills through appropriate individual of group instruction.

Next, this article examines the organizational context that is required to support these models. Our discussion includes organizational climate, leadership and support, district policies and systems, and participant involvement.

Five Models of Staff Development

1. Individually – Guided Staff Development

Teachers learn many things on their own. They read professional publications, have discussion with colleagues, and experiment with new instructional strategies, among other activities. All of these may occur with or without the existence of a formal staff development program.

It is possible, however, for staff development programs to actively promote individually-guided activities. While the actual activities may vary widely, the key characteristic of the individually-guided staff development model is that the learning is designed by the teacher. The teacher determines his or her own goals and selects the activities that will result in the achievement of those goals.

Phases of activity

Individually-guided staff development consists of several phases: (a) the identification of a need or interest, (b) the development of a plan to meet the need or interest, (c) the learning activity (ies), and (d) assessment of whether the learning meets the identified need or interest. These phases might be undertaken informally and almost unconsciously, or they may be part of a formal, structured process. Each phase is explained in greater detail below.

With the identification of a need or interest, the teacher considers what he or she needs to learn. This assessment may be done formally (e.g., the completion of a needs assessment process of as a result of evaluation by a supervisor) or occur more spontaneously (e.g., a conversation with a colleague or reflection upon an instructional problem). The need or interest may be remedial (e.g., "I've really come to dislike my work because of the classroom management problems I'm having") or growth-oriented (e.g., "I'm intrigued by recent research on the brain and want to better understand its implications for student learning").

Having identified the need or interest, the teacher selects a learning objective and chooses activities that will lead to accomplishing this objective. Activities may include workshop attendance, reading, visits to another classroom or initiation of a seminar or similar learning program.

The learning activity may be single session (e.g., attendance at a workshop on new approaches to reading in the content areas) or occur over time (e.g., examination of the research on retaining

students in grade). Based on the individual's preferred mode of learning, it may be done alone (e.g., reading and writing), with others (e.g., a seminar that considers ways of boosting the self-esteem of high college students), or as a combination of these activities.

When assessing formal individually-guided processes the teacher may be asked to make a brief written report to the funding source or an oral report to colleagues. In other instances the teacher may simply be aware that he or she now better understands something. It is not uncommon that as a result of this assessment phase the teacher may realize how much more there is to be learned on the topic or be led to a newly emerging need or interest.

The circumstances most suitable for one person's professional development may be quite different from those that promote another individual's growth. Consequently, individually-guided staff development allows teachers to find answers to self-selected professional problems using their preferred modes of learning.

2. Observation/ Assessment

"Feedback is the breakfast of champions" is the theme of Blanchard and Johnson's (1982) popular management book, *The One Minute Manager*. Yet many teachers receive little or no feedback on their classroom performance. In fact, in some college lecturers may be observed by a supervisor as little as once every 3 years, and that observation/feedback cycle may be perfunctory in nature.

While observation/assessment can be a powerful staff development model, in the minds of many teachers it is associated with evaluation. Because this process often has not been perceived as helpful (Wise & Darling-Hammond, 1985), teachers frequently have difficulty understanding the value of this staff development model. However, once they have had an opportunity to learn about the many forms this model can take (for instance, peer coaching and clinical supervision, as well as teacher evaluation), it may become more widely practiced.

3. Involvement in a Development/Improvement Process

Teachers are sometimes asked to develop or adapt curriculum, design programs, or engage in systematic college improvement processes that have as their goal the improvement of classroom instruction and/or curriculum. Typically these projects are initiated to solve a problem. Their successful completion may require that teachers acquire specific knowledge or skills (e.g., curriculum planning, research on effective teaching, group problem-solving strategies). This learning could be acquired through reading, discussion, observation, training, and/or trial and error. In other instances, the process of developing a product itself may cause significant learning (e.g., trough experiential learning), some of which may have been difficult or impossible to predict in advance. This model focuses on the combination of learnings that result from the involvement of teachers in such development/improvement processes.

4. Training

In the minds of many educators, training is synonymous with staff development. Most teachers are accustomed to attending workshop-type sessions in which the presenter is the expert who establishes the content and flow of activities. Typically the training session is conducted with a clear set of objectives or learner outcomes. These outcomes frequently include awareness or knowledge (e.g., participants will be able to explain the five principles of cooperative learning) and skill development (e.g., participants will demonstrate the appropriate use of open-ended questions in a class discussion). Joyce and Showers (1988) cite changes in attitudes, transfer of training, and "executive control" (the appropriate and consistent use of new strategies in the classroom) as additional outcomes. It is the trainer's role to select activities (e.g., lecture, demonstration, role-playing, and simulation, micro-teaching) that will aid teachers in achieving the desired outcomes.

Whatever the anticipated outcomes, the improvement of teachers' thinking is an important goal. According to Showers, Joyce, and Bennett (1987):

…the purpose of providing training in any practice is not simply to generate the external visible teaching "moves" that bring that practice to bear in the instructional setting but to generate the conditions that enable the practice to be selected and used appropriately and interactively….a major, perhaps the major, dimension of teaching skills is cognitive in nature preferred their peers as trainers. Wu's review of the research also confirmed this, finding that when their peers are trainers, teachers feel more comfortable exchanging ideas, play a more active role in workshops, and report that they receive more practical suggestions. There is, however, evidence that indicates that expert trainers who have the critical qualities teachers value in their peers (e.g., a clear understanding of how a new practice works with real students in real classroom settings) can also be highly effective (Crandall, 1983).

5. Inquiry

Teacher inquiry can take different forms. A high college lecturers wonders if an alteration in her lesson plan from her first period class will produce improved student understanding in second period. A brief written quiz given at the end of the class indicates that it did. A group of teachers gathers weekly after college for an hour or two at the teacher center to examine the research on ability grouping. Their findings will be shared with the district's curriculum council. Several elementary teachers study basic classroom research techniques, formulate research questions, gather and analyze data, and use their findings to improve instruction in their classrooms.

Teacher inquiry may be a solitary activity, be done in small groups, or be conducted by a college faculty. Its process may be formal or informal. It may occur in a classroom, at a teacher center, or result from a university class. In this section teacher inquiry is explored as a staff development model.

One of the important tenets of the inquiry approach is that research is an important activity in which teachers should be engaged, although they rarely participate in it other than as "subjects".

Conclusion

Staff development is a relatively young "science" within education. In many ways the current knowledge base in staff development is similar to what was known about teaching in the early 1970s.

Of the five models discussed in this article, the research on training is the most robust, it is the most widely used form of staff development and the most thoroughly investigated. As a result, it is possible to say with some confidence which training elements are required to promote the attainment of specific outcomes. Likewise, research on coaching has demonstrated the importance of in-classroom assistance to teachers (by an "expert" or by a peer) for the transfer of training to the classroom.

While this appears to relate to the "art" of making staff development work (i.e., the judgment with which one combines and juggles the various organizational interactions), there is also much "science" that can be drawn from when it comes to the organizational supports necessary for effective staff development. Study after study confirms the necessity of:

- Colleges possessing norms that support collegiality and experimentations;

- District and building administrators who work with staff to clarify goals and expectations, and actively commit to and support teachers' efforts to change their practice;
- Efforts that are strongly focused on changes in curricular, instructional, and classroom management practices with improved student learning as the goal; and

- Adequate, appropriate staff development experiences with follow-up assistance that continues long enough for new behaviors to be incorporated into ongoing practice.

Faculty Development Program –

Held on 3 on September 14, 2010

Topic: "Orienting Faculty towards Entrepreneurship & Thereby Students"

Teachers as a role model

How do you spend your day?

(Make a note on the daily schedule)

- Introspect
- Analyze
- Reschedule you are a unique
- Each one of us are gifted specially
- Motivates (Dream Big)
- Patience
- Passion for the self
- Service attitude
- Great teacher
- Relate to people
- Comfortable with the details
- Vision

TIME

- Rejuvenate
- Plan the day
- Priorities
- Attitude Building Through Affirmations
- Food
- Rest
- Health

Steps for Mentoring Rapport Building

- Look
- Talk
- Walk
- Dress
- Value System
- Energy Level
- Enthusiasm
- Dynamism
- Relate
- Empathy
- Concern
- Heart/Mind connection
- More

Mentoring Steps

> ➢ Differs from person to person
> ➢ Different level of motivation (very low and very high)
> ➢ With ideas without idea
> ➢ With Business background / without background
> ➢ Financial support – Extent

Resources Outside

1. People – Networking

   Students
   Teachers
   Relatives
   Others
2. Interpersonal relationship

(Experience – close your eyes & feel alone)

- Mentoring Steps
  an example (without idea Exploring self: strength & weakness)

- Exploring: Technical/Professional Capabilities

Seminar on "Brainstorming" Hold on August 27, 2010

By MR. JOSEPH, HOD, JOURNALISM DEPT, Bangalore City College

When done effectively, brainstorming is a group process that can help a team, class, or committee draw out its best thinking. By getting everyone involved the group can generate a creative and divergent energy that frequently leads to new ideas, fresh perspectives, and meaningful solutions. In addition, group brainstorming pulls everyone into the process and therefore establishes a baseline for ownership and involvement.

Brainstorming Ground Rules

1. Everyone must be involved. Go around the group and have everyone offer something to the process.
2. Allow ideas to flow without judgment. Make it clear there are no wrong answers.
3. Encourage people to stretch their thinking. You may want to include a round robin where participants offer an "out-of-the-box" idea.
4. Cross-pollinate ideas by asking participants to build off the ideas of others.
5. Have fun with ideas.

Record all responses **Brainstorming Steps - Seven steps to successful brainstorming**

1. ***Clarification.*** Clarify the purpose for the brainstorming by carefully defining the topic and expectations. Don't forget to review the ground rules. You may want to send out a Topic/Problem e-mail before the session in which you explain the purpose of the session, define terms, give examples, etc.
2. ***Set the Clock.*** Set a time limit for brainstorming, usually 15 to 25 minutes will suffice. Don't drag out the process; end while the energy level is still active.
3. ***Record all ideas.*** Have a volunteer record all ideas in a white board or flip chart so all can see.
4. ***Climate Control.*** Keep the energy high by remaining uncritical, enthusiastic, and encouraging. Keep things moving. Don't allow a participant to drag out a response and risk sapping the enthusiasm of the group.
5. ***Cull the ideas.*** When the brainstorming time is up, work through the process of eliminating duplicate ideas, combining similar ideas, and removing ideas that aren't relevant to the purpose.
6. ***Process the Ideas Left Standing.*** To process your brainstormed ideas first make certain that everyone is clear about what the ideas are and what they imply. Then evaluate each idea considering such things as workability, resources required, timing, viability, etc. Your group may then rank the ideas in priority order.
7. ***Establish Next Steps.*** Set a course of implementation. This means identifying such things as action items, people to be involved, resources needed, responsibilities, timeline, etc.

Brainstorming Variations: Below are a few different formats for your brainstorming sessions.

A. **Best Idea Brainstorming** After defining and clarifying the topic, each person writes down one idea on an index card. Then partners share their ideas with one another and together write a "best" idea. These partner ideas are then listed, discussed, culled, and prioritized by the full group.

B. **Post It note Brainstorming** Divide the full group in groups of three to five (form at least three different small groups). Each small group brainstorms and writes their ideas on Post It notes. After a set time, the full group reconvenes and the Post It notes are posted and grouped into categories, themes, or commonalities. The best idea is pulled out of each category by the full group.

C. **Round Robin Brainstorming** After posing the question or topic, move clockwise around the table and have each person give one response (record the ideas). Keep going around the circle until everyone has passed. Then discuss the ideas given.

D. **Display Brainstorming** Divide the full group into small groups. Each small group works at a flip chart and brainstorms. After a set time, groups settle on their best idea and subsequently "display" it at their station. The other groups then rotate from station to station and weigh the pros and cons of each displayed idea. After spending time at each station, the full group reconvenes and settles on the best idea(s).

E. E-Mail Brainstorming Using e-mail the facilitator solicits ideas from individual team members. Replies are sent back to the facilitator who compiles them and sends them back out to the team members for further responses.

F. Questioning Brainstorming The facilitator poses the topic to be brainstormed. Then the group asks questions about the topic. This is done in a rapid fire way without worrying about answers. The questions are recorded. After a set time for question generation, the group brainstorms by reacting to the questions.

G. Cluster Brainstorming The group brainstorms by completing a cluster chart like the one below. The blue

Criteria 1.4: Student Enrichment Program – Participation of students in various programs in and outside the college.

RETREAT ON SELF ASSESSMENT:- One-day campus retreat focusing on self-assessment

TOPIC: Adapting, Succeeding and Thriving in the Workplace

Presenter: Sarita Maybin, Professional Speaker / Author

Enrichment Program – JULY 21, 2010

> *Tomorrow is a new day*
> *Finish every day and be done with it.*
> *You have done what you could.*
> *Some blunders and absurdities no doubt crept in.*
> *Forget them as soon as you can.*
> *Tomorrow is a new day!*

> **----------------Ralph Walde Emerson**

1. Seven Steps for Thriving on Change
2. Respond "yes" or "no" to each statement
3. I have a "big picture" vision for my life
4. I view change as an opportunity for growth
5. I am able to identify both the positive and negative in any situation
6. I have an understanding of current events and issues
7. I have a network of friends and colleagues whom I can count on for support
8. I have a good sense of humor
9. I have strong communication skills
10. The Big Picture
11. In times of uncertainty and challenge big picture serves as a "true north"

12. Use the big picture as a motivator and vision for your staff
13. Resources for fine tuning your big picture:
a. Book – If You Don't Know Where You're Going, You'll Probably End up Somewhere Else by David Campbell.
b. Book – The Brand You 50 by Tom Peters
14. "You've got to think about big "things" while you're doing small things, so that all the small things go in the right direction." – Alvin Toffler
15. Sense of Humor Helps
16. Coping and Connecting thru "inside jokes"
17. Counteract negativity thru humor
18. Sarita's Humor Winners
a. Communication is Key
19. Using "I" and "we" vs. YOU
20. Gaining buy-in and cooperative by HOW we communicate…especially in uncertain times
21. Favorite Phrases: "Help me Understand", "I would appreciate", "I need your help"
22. Communication Resource: Sarita's Book – If You Can't Say Something Nice, What DO You Say: Practical Solutions for Working Together Better (Amazon.com)
23. 3 P's for Staying Positive Based on work of Dr. Martin Seligman
24. PERSONAL – It's not about you!
25. PERMANENT – "This too Shall Pass"
26. PICTURE – How important is the situation in YOUR big picture?
27. Counteract Negatives with Resiliency Resources
28. "Planned Panic" – Margaret Wehrenberg, psychologist and author of 10 Best Ever Anxiety Management Techniques
29. What are your top 5 "resiliency resources?"
30. Five Ways to Rekindle Passion for Your Career
31. Set a goal – meet the challenge
32. "Two-sided coin" – Teach. Learn.
33. Nourish – Revisit "resiliency resources"
34. Attitude of gratitude
35. Serve Resources
36. ACTION PLAN What one idea from this presentation will you use to "adapt, succeed and thrive" at work or home?
37. Tomorrow is a new day

38. TOPICS
   a. Leadership
   b. Communication
   c. Conflict
   d. Performance Counseling
   e. Motivation
   f. Decision-Making

"Globalization and Its Discontents-Impact on Media" On 8th July 2010 by Mr. Santosh Kumar (Journalist) From DNA Newspaper

The newspapers and TV say that if you oppose globalization you must be an "isolationist" or even worse a "xenophobe". Nonsense. The relevant alternative to globalization is internationalization, which is neither isolationist nor xenophobic.

The media don't know the difference, so let us define the terms clearly:

Internationalization refers to the increasing importance of relations between nations: international trade, international treaties, alliances, protocols, etc. The basic unit of community and policy remains the nation, even as relations among nations, and among individuals in different nations, become increasingly necessary and important.

Globalization refers to global economic integration of many formerly national economies into one global economy, by free trade, especially by free capital mobility, and also, as a distant but increasingly important third, by easy or uncontrolled migration. Globalization is the effective erasure of national boundaries for economic purposes. National boundaries become totally porous with respect to goods and capital, and increasingly porous with respect to people, viewed in; this context as cheap labor or in some cases cheap human capital.

In sum, globalization; is the economic integration of the globe. But exactly what is "integration"? The word derives from "integer", meaning one, complete, or whole.

Integration means much more than "interdependence"—it is the act of combining separate albeit related units into a single whole. Since there can be only one whole, only one unity with reference to which parts are integrated, it follows that global economic integration logically implies national economic disintegration—parts are torn out of their national context (dis-integrated), in order to be re-integrated into the new whole, the globalized economy. As the saying goes, to make an omelet you have to break some eggs. The disintegration of the national egg is; necessary to integrate the global omelet. This obvious logic, as well as the cost of disintegration, is frequently met with denial.

Denial aside, all that I have just said was expressed with admirable clarity, honesty, and brevity by Renato Ruggiero, former director-general of WTO: "We are no longer writing the rules of interaction among separate national economies. We are writing the constitution of a single global economy. "This is a clear affirmation of globalization land rejection of internationalization as just defined. It is also a radical subversion of the Bretton Woods Charter. Internationalization is what the Bretton Woods Institutions were designed for, not globalization.

After the April disruption of its meetings in Washington DC, the World Bank sponsored an internet discussion on globalization. The closest they came to offering a definition of the subject under discussion was the following: "the most common core sense of economic globalization.... Surely refers to the observation that in; recent years a quickly rising; share of economic activity in the world seems to be taking place between people who live in different

countries (rather than in the same country)". Mr. Wolfensohn, President of the World Bank, told the audience at the Aspen Institute's Conference, that "Globalization is a practical methodology for empowering the poor to improve their lives."

That is a wish, not a definition.

It also files in; the face of the real consequences of global economic integration. One could only sympathize with the demonstrators from the Mountain Folks for Peace and Justice who were protesting Mr. Wolfensohn's speech ;some fifty yards from the Aspen music tent. The reaction of the Aspen elite was to repeat the title of Mr. Wolfenssohn's speech, "Making Globalization Work for the Poor", and then ask in grieved tones. "How could anyone demonstrate against that?" Well, maybe they were fed up with the vacuity and doublespeak; of official World Bank pronouncements, as well as with an elitist celebration of globalization in their valley – one that excluded labor and NGOs, and thought it appropriate to serve bottled water imported all the way from Fiji; to the participants.

The World Bank's definition conflates globalization internationalization as defined above. Consequently, much of the long internet discussion was beside the point—assuming the point was not simply to encourage the venting of anger into cyberspace rather than into the streets of Seattle, Washington D, C., or Prague.

The missed point, in the form of a question, is should these increasing transactions between people living in different countries take place across national boundaries that; are economically significant, or within an integrated world in which national boundaries are economically meaningless? Do we really want to give up national monetary and; fiscal policy, as well as the minimum wage? Does economic integration imply or entail political and cultural integration? I suspect it does over the long run, but I honestly do not know which would be worse—an economically integrated world with, or without, political integration.

Everyone recognizes the desirability of community for the a world as a whole—but we have two different models of world community:(1)a federated community of real national communities(internationalization),versus(2) a cosmopolitan direct membership in ;a single abstract global community (globalization).

If the IMF-WB-WTO are no longer serving the interests of their member nation as per their charter, ten whose interests are they serving? The interests of the integrated "global economy" we are told. But what concrete reality lies behind that grand abstraction? Not real individual workers, peasants, or small businessmen, but rather giant fictitious individuals, the transnational corporations.

Consider a few consequences of globalization, of the erasure of national boundaries for economic purposes. Briefly, they include: (1) standards-lowering competition to externalize

social and environmental costs to achieve a competitive advantage—the race to the bottom in terms of both efficiency in cost accounting and equity in income distribution; (2) increased tolerance of mergers and monopoly power in domestic markets in order to be big enough to compete internationally; (3) more intense national specialization according to the dictates of competitive advantage with the ;consequence of reducing the range of choice ways to earn a livelihood, and increasing dependence on other countries. Free trade negates the freedom not to trade ;(4) world-wide enforcement of a muddled and self-serving doctrine of "trade related intellectual property rights" in direct contradiction to Thomas Jefferson's dictum that "knowledge is the common property of mankind".

Let us look at each of these in a bit more detail.

1. ***Globalization undercuts the ability of nations*** to internalize environmental and social costs into prices.   Economic integration under free market conditions promotes standards-lowering competition (a race to the bottom). The country that does the poorest job of internalizing all social and environmental costs of production into its prices gets a competitive advantage in international trade.

   More of world production shifts to countries that do the poorest job of counting costs—a sure recipe; for reducing the efficiency of global production. As uncounted, externalized costs increase, the positive correlation between GDP growth and welfare disappears, or even becomes negative.

   Another dimension of the race to the bottom is the increasing inequality in the distribution of income in high-wage countri8es, such as the US, fostered by globalization.

   In the US there has been an implicit social contract established to ameliorate industrial strife between labor and capital. Specifically, a just distribution of income between labor and capital has been taken to be one that is more equal within the US than it is for the world as a whole. Global integration of markets necessarily abrogates that social contract. US wages will fall drastically because labor is relatively much more abundant globally than nationally. It also means that returns to capital in the US will increase because capital is; relatively more l scarce globally than nationally. Theoretically, one might argue that wages would be bid up in the rest of the world. But the relative numbers make this a bit like saying that, theoretically when I jump off ladder gravity not only pulls me to the earth, but also moves the earth towards me.

   Free trade, and by extension globalization, is often defended by appeal to comparative advantage. The logic of comparative advantage assumes that factors of production, especially capital, are immobile between nations. Only products are traded.

   With capital mobility now the major defining feature of globalization we have left the world of comparative advantage and entered a regime of absolute advantage which guarantees gains from

trade to the world as a whole, but does not guarantee that each nation will share in those gains, as was the case under comparative advantage. Global gains under absolute advantage are theoretically greater than under comparative advantage, but there is no reason to expect these gains to be shared by all trading partners. Mutual gain could be restored under absolute advantage by redistributing some of the global gains from trade. But I have never heard that idea discussed by globalization advocates.

Often they appeal, quite illogically, to the doctrine of comparative advantage as a guarantee of mutual benefit, conveniently forgetting that the logic of comparative advantage requires immobile capital, and that capital is not immobile. Indeed, some even argue for free capital mobility by extension of the comparative advantage argument—if free trade in goods is mutually beneficial then why not also have free trade in capital? However, one cannot use the conclusion of an argument to abolish one of the premises upon which the argument is based.

2. ***Fostering global competitive advantage is used as an excuse*** for tolerance of corporate mergers and monopoly in national markets (we now depend on international trade as a substitute for domestic trust busting to maintain competition). It is ironic that this is done in name of deregulation and the free market. Chicago College economist and Nobel laureate Ronald Coase in his classic article on the Theory of the Firm, said"—Firms are islands of central planning in a sea of market relationships". The islands of central planning become larger and larger relative to the remaining sea of market relationships as a result of merger. More and more resources are allocated by within firm central planning, and less by between-firm market relationship. And this is hailed as a victory for markets!

It is no such thing. It is ;a victory for corporations relative to national governments which are no longer strong enough to regulate corporate capital and maintain competitive markets in the public interest. Of the 100 largest economic organizations 52 are corporations and 48 are nations. One-third of the commerce that crosses national boundaries does not cross a corporate boundary, i.e. is an intra-firm non market transfer. The distribution of income within these centrally planned corporations has become much more concentrated. The ratio of salary of the Chief Executive Officer to the average employee has passed 400 on its way to infinity—what else can we expect when the chef central planners set their own salaries!

3. ***Free trade and free capital mobility*** increase pressures of specialization according to competitive (absolute) advantage. Therefore the range of choice of ways to earn a livelihood becomes greatly narrowed. In Uruguay for example, everyone would have to be either a shepherd or a cowboy in conformity with the dictates of competitive advantage in the global market. Everything else should be imported in exchange for beef, mutton, wool, and leather. Any Uruguayan who wants to play in a symphony orchestra or be an airline pilot should emigrate.

Most people derive as much satisfaction from how they earn their income as from how they spend it. Narrowing that range of choice is a welfare loss uncounted by trade theorists. Globalization assumes either that emigration or immigration are costless, or that narrowing the

range of occupational choice within a nation is costless. Both assumptions are false. While the range of choice in earning one's income is ignored by trade theorists, the range of choice in spending one's income receives exaggerated emphasis. For example, the US imports Danish butter cookies and Denmark imports US butter cookies. (And as I learned at the Aspen conference, Colorado imports drinking water Fiji, and perhaps Fiji imports rocky mountain water from Colorado.)

The cookies cross each other somewhere over the North Atlantic. Although the gains from trading such similar commodities cannot be great, trade theorists insist that the welfare of cookie connoisseurs is increased by expanding the range of consumer choice to the limit. Perhaps, but could not those gains be had more cheaply by simply trading recipes? One might think so, but recipes (trade related intellectual property rights) are the one thing that free traders really want to protect.

4. ***Of all things knowledge*** is that which should be most freely shared, because in sharing it is multiplied rather than divided. Yet, our trade theorists have rejected Thomas Jefferson's dictum that "Knowledge is the common property of mankind" in exchange for a muddled doctrine of "trade related intellectual property rights" by which they are willing to grant private ;corporations monopoly ownership; of the very basis of life itself—patents to seeds(including the patent-protecting, life-denying terminator gene) and to knowledge of basic genetic structures.

The argument offered to support this grab is that, unless we provide the economic incentive of monopoly ownership for a significant period of time, little new knowledge and innovation will be forthcoming. Yet, as far as I know, James Watson and Francis Crick, who discovered the structure of DNA, do not share in the patent royalties reaped by the second rate ;gene-jockeys who are profiting from their ;monumental discovery. Nor of course did Gregor Mendel get any royalties—but then he was a monk motivated by mere curiosity about how Creation works!

Once knowledge exists, its proper allocated price is the marginal opportunity cost of sharing it, which is close to zero, since nothing is lost by sharing it. Yes, of course you do lose the monopoly on the knowledge, but then economists have traditionally argued that monopolized item.

Of course the cost of production of new knowledge is not zero, even though the cost of sharing it is. This allows biotech corporations claim that they deserve a fifteen or twenty year monopoly l for the expenses they incur in research and development. Of course they deserve a profit on their efforts, but not on Watson and Crick's contribution without which they could do nothing, nor on the contributions of Gregor Mendal, and all the great scientists of the past who made the fundamental discoveries. As economist Joseph Schumpeter emphasized, being the first with an innovation already gives one a temporary monopoly. In his view these recurring temporary monopolies were the source of profit in a competitive economy whose theoretical tendency is to complete profits down to zero.

Believe it or not, most important discoveries were made without the benefit of granting monopoly ownership of the knowledge to the discoverer. Can you imagine such a thing – scientists mo0tivated by the pure love and excitement of discovery, and content with a university salary that puts; them only in the top ten percent, but not the top one percent, of income recipients!

As the great Swiss economist, Sismondi, argued long ago, not all new knowledge is a benefit to mankind. We need a social and ethical filter to select out the beneficial knowledge. Motivating the search for knowledge by the purpose of benefiting mankind rather than by securing monopoly profit provides a better filter.

This is not to say that we should abolish all intellectual property rights—that would create more problems than it would solve. But we should certainly begin restricting the domain and length of patent monopolies rather than increasing them so rapidly and recklessly. And we should become much more willing to share knowledge. Shared knowledge increases the productivity of all labor capital, and resources, International development aid should consist far more of freely shared knowledge, and far less of foreign investment and interest-bearing loans.

Let me close with my favorite quote from John Maynard Keynes, one of the founders of the recently subverted Bretton Woods Institutions.

I sympathize therefore, with those who would minimize, rather than those who would maximize economic entanglement between nations. Ideas, knowledge, art, hospitality, travel—these are the things which should of their nature be international. But let goods be homespun whenever it is reasonably and conveniently possible and, above all, let finance be primarily national.

"Advantages and Disadvantages of Globalization" by---Prof. Dhanraj, HOD, Dept., of management, Bangalore City College.

Some Advantage

- Increased free trade between nations
- Increased liquidity of capital allowing investors in developed nations to invest in developing nations
- Corporations have greater flexibility to operate across borders
- Global mass media ties the world together
- Increased flow of communications allows vital information to be shared between individuals and corporations around the world
- Greater ease and speed of transportation for goods and people
- Reduction of cultural interdependence of nation-states
- Spread of democratic ideals to developed nations.
- Greater interdependence of nation states.
- Reduction of likelihood of war between developed nations increases in environmental protection in developed nations.

Some Disadvantages

- Increased flow of skilled and non-skilled jobs from developed to developing nations as corporations seek out the cheapest labor
- Increased likelihood of economic disruptions in one nation effecting all nations
- Corporate influence of nation-states far exceeds that of civil society organizations and average individuals
- Threat that control of world media by a handful of corporations will limit cultural expression
- Greater chance of reactions for globalization being violent in an attempt to preserve cultural heritage
- Greater risk of diseases being transported unintentionally between nations
- Spread of a materialistic lifestyle and attitude that sees consumption ;as the path to prosperity
- International bodies like the World Trade Organization infringe on national and individual sovereignty
- Increase in the chances of civil war within developing countries and open war between developing countries as they vie for resources. Decreases in environmental integrity as polluting corporations take advantage of weak regulatory rules in developing countries

Criteria 1.5: Additional Academic Programmes.

Seminar on Job tips: How to find a job-----By Dr. V.S.Natarajan, Placement Coordinator, First Source Placements, Bangalore.

Finding a job often requires planning, networking and a lot of legwork. Here are some tips on where to begin the search.

One of the most important rules on finding a job is to first have marketable skills or a willingness to learn a new trade. Most people acquire their work skills through specialized training or enrollment in higher education institutions. It's important to have some proof of self-discipline, even if your immediate goal is a 'survival job' strictly for the income. Employers want to see evidence that a potential employee can see a task all the way through-even graduating with a General Education Degree demonstrates a certain level of responsibility. No matter what field you want to enter, the first step to finding a job is getting the proper training or education.

Once you've graduated from a program of study or received a certification from ;a specialized training facility, you're ready to take on the new challenge of finding work. This is where some people find themselves in holding pattern. While they were considered students or trainees, their main responsibilities were to their instructors alone. Once they've received their diplomas or certificates, however, the reality of having to actually perform these duties sinks in and a crippling version of self-doubt can result. In order to be ready for the job market, you must first believe in yourself and trust your abilities and training. Your attitude needs to reflect an eagerness to prove your skills in a real life situation. Even; if you plan to take some time off after graduation, you need to keep your skills current and your attitude positive.

Finding a job can be as easy as filling out an application at a local retail store or as complicated as proving yourself through grueling interviews on the other side of the country. There is no guaranteed method of gaining employment, no matter what some for-profit job search agencies may claim. Those actively looking for work need to use as many methods and sources as it take to get the results they want. Job searching is an active process, so expect to spend as much time looking for work as you would expect to put into the job itself.

Job fairs. Every year local and national companies come together for conventions and job fairs. These job fairs can connect company representatives with potential employees without the usual logistical problems. A good job fair is like one-stop shopping for the diligent job seeker. Gather all of the information you can during the convention, and don't be afraid to ask serious questions whenever you meet a company representative. Find out the process you'll need.

Here are some tips for finding a good job:

1. **Career placement services.** Almost every college or training facility offers some form of job placement assistance. Visiting this office can yield job leads you would most likely never discover on your own. Once local employers realize the quality of workers coming out of the training center or college, they will target their job openings accordingly. Instead of placing expensive ads in newspapers or sorting through thousands of applications, companies often reach out directly to colleges or training centers.
In addition, career placement offices often act as a clearinghouse for part-time jobs or unpaid internships. It may pay to apply for an entry-level job while in training in order to gain valuable real world experience in that field.

2. **Public bulletin boards.** Instead of placing ads in local newspapers, some small businesses or services will put up flyers on public bulletin boards. Look in student centers, grocery stores, Laundromats, coffee houses and similar public gathering places for these job openings. This is especially useful for musicians or other artists who have difficulty finding jobs through conventional methods.

3. **Networking.** One of the best ways to find a job is to declare your availability loudly and often. By talking to relatives or church members or instructors, you might learn of employers looking for your particular skills. If nothing else, you may find decent work to support yourself while continuing the career search. Remaining silent about your job needs will rarely lead to job offers. You need to make your skills and intentions clear to those connections who may know the right people. The customer in the next barber's chair might be the human resources director of a local company or the owner of a small business. A fellow church member may also own a business or know others who do.

4. **Temporary agencies.** One trend in the manufacturing sector is to hire new workers through temporary service contractors. At one point in history, temporary workers were rarely hired full-time because of stiff buy-out policies. But the current thinking is that temporary workers are more akin to interns- they can be trained for permanent assignments while saving the company money in wages and benefits. Working for a temporary agency may not pay as well as a permanent hire, but it's often the only way to get your foot in the door and prove your merit to local employers.

5. **Job fairs.** Every year local and national companies cone together for conventions and job fairs. These job fairs can connect company representatives with potential employees without the usual logistical problems. A good job fair is like one-stop shopping for the diligent job seeker. Gather all of the information you can during the convention, and don't be afraid to ask serious questions whenever you meet a company representative. Find out the process you'll need to follow in order to line up a good interview later.

6. **State employment agencies.** Look in the local yellow pages for the nearest state-sponsored employment center. These may operate under the same roof as unemployment compensation offices, so make sure you're going to the right building. After filling out an extensive

application containing all of your work history, skills and education, you may be interviewed by a job coordinator. Depending on your qualifications, a job may be available within a week. Even if the coordinator doesn't have a immediate job opening to share, you can often look up new jobs on a self –serve computer system.

7. **Professional job placement services.** This may be an expensive route to take for a new graduate, but a professional employment services may have targeted leads on jobs you'd never discover on your own. Some ask for a fee to keep your name on file, while others collect a portion of your salary until the debt has been settled. These placement services may also offer to create resumes or hold mock interviews in order to hone your skills.

8. **In-store employment kiosks.** Many supersized retail stores now offer electronic applications at kiosks located near the customer service area. Others may have online connections which lead directly to an application page. It may also pay to research different company websites for contact information.

So you want to find a job or change jobs, but you don't know where to start? Looking for job can be a very long and discouraging task. Here are a few resources you want to consider in your search for employment.

The first resource, and one that is often overlooked, is your friends, family members and acquaintances. Listen carefully to what people say. You'll be surprised at how often someone you know is talking about someone they know that just got a new job. Is it something you're interested in? Maybe, may not. But keep your ears open. Also ask these same people if they know of any openings where they work, or anywhere else for that matter. Sometimes people are embarrassed to let others know they are looking for work. Don't be. Letting other people know you are looking will invite them to search with you. Sometimes it's not what you know, but who you know.

The next resource is a fairly obvious one, the newspaper. In general, Sunday's paper should have the most local listings in your area. You can browse through them fairly quickly and find the ones you are interested in. Then you can follow the directions in contacting the company at your leisure.

Another good idea is to check the local branch of EMPLOYMENT EXCHANGE. This is a state run organization that not only has a job board you can look over, but you can also register with them and have they sent you information on jobs that meet your criteria.

Of course, as with almost everything now a day, the internet is another great way to find a job. There are several companies on the web to help you find a job. Most of these sites will let you place a resume on the site for potential employers to see, browse their job boards, and even send

you emails about positions they think will interest you. There are several such websites, including monster.com, hotjobs.com, and many more. If you don't like any of those, try punching in "employment" or something similar into a search engine and you'll have plenty of different websites to check out.

You can also look for job specific websites. Whatever it is that you do, or want to do, find websites about that field. Often, there would be employment resources and internet link at these websites as well.

A final idea is to check with the local universities and community colleges. These colleges usually have job boards where they post jobs for students and alumni. Some colleges charge you to register with them to use their resources such as the job boards, but this is rare. And no one ever asks when you apply for these jobs if you were sent by the college, they just want the position filled.

Looking for a new job can be difficult, but it can also be rewarding. If you don't get frustrated and use all of the available resources, you are bound to find what you're looking for.

Seminar on "Biggest Mistakes People Make on their Resumes" By Mr. Beshara Syed, Program Coordinator,

SAJASWINI CONSULTING CORP, Banaswadi, Bangalore

Mr. Beshara has been recognized as the number-one placement and recruitment specialist in Bangalore. He is also the author of *The Job Search Solution* and has developed a system that has helped more than 1,000 people find jobs. He offers tips for how to find a job and highlights the biggest mistakes people make on their resumes.

Finding a Job

If someone stated looking for a job today, there is no way of knowing how long it will take. It needs to be a 24-hours-a-long, seven-day-a-week, 365-days-a-year job. I've known people who have taken one year and nine months to find temporary work.

There are still jobs in healthcare, education and some in IT, but finding a job in this economy and in these fields may take some reeducation. You can't just get a teaching job if you don't have a degree. It takes a while to reinvent you.

There's always the opportunity of working in the temporary arena. People should be calling temporary employment firms to find light industrial jobs, or jobs that will make a minimum

wage or maybe a little more. For example, if you've been an accountant your whole life, there are opportunities out there, and you might be able to find some temporary jobs.

Develop a system of looking for a job. This way, you focus on the process without having to worry about the results. Keep track of the calls you make and the interviews you get. That way you can follow up on the interviews.

Sell yourself very well in an interview. What is it that you can offer that others can't? You have to be able to sell yourself. Keep selling until you get a job offer.

You'd better have good features, advantages and benefits in your presentation on yourself. You need stories that show you're successful. It's a numbers game if you're in sales: What are you numbers? What are your results?

Most people get in cycles with going on a couple of interviews and then they stop. You can't stop. Until you have an offer, you have absolutely nothing.

People don't realize that there's no such thing as a hidden job market. You may not know about it, but it's not hidden. Finding a job is all about catching a potential employer at the right time when they need to hire someone with your skill set.

My experience in 35 years of doing this: It's not an issue of people not wanting to go to work; it's about people not knowing how to talk to people.

Do Whatever It Takes to Earn Money Now

Do whatever it takes. Don't be above anything. Which is a greater pain: Working really hard at a number of different jobs or not being able to pay your bills?

A lot of people don't look outside the box enough. People can wait tables or bartend at night, so they can look for jobs during the day. Another thing people can do is deliver newspapers early in the morning so that they have time to go on interviews during the day. Work in another area and wait for jobs in your field to come back. You may need to deliver pizzas, wait tables, clean homes, etc.

People need to realize that the job you get today is not the job you will have forever. It's a do-what-you-have-to-do-for-now. People need to realize that they really need to go to work and work hard. The world doesn't owe you a living.

The good news is that this too shall pass, but you really need to work at it and go in different directions.

Looking Online Is Not the Answer

The number of people who find jobs online is between 2 percent and 5 percent at most. We don't even know if those facts are accurate because no one can define what finding a job online means. It's very hard to define the term, but the odds are stacked against you.

Sixty-nine percent of people only do two things when they go to look for a job: People either call their friends or look on the internet.

People have to call every person they know, every contact they have. People have to make a passionate approach. Call friends, neighbors, relatives, previous employers, former colleagues, frat brothers, sorority sisters, friends, or whomever.

People assume if they call their church or their friends to ask for help, it's begging, and it's beneath them. It's a matter of picking up the phone and really putting in a lot of effort in talking to anybody who will listen. People confuse activity with productivity. They update their resume and keep hitting the send button.

Sending Out Your Resume
It's not about just sending out your resume. It's about talking to people who need to hire. Sending your resume is a waste of time without picking up the phone and calling people. The average resume is read in 10 seconds. You need to hit the reader in the mouth. Your resume needs to show: This is where I worked, how long I worked there, and this is what I produced. Performance needs to be on your resume.

Making Calls
After you send your resume, you need to pick up the phone, and call and introduce yourself to a supervisor. If you apply to State Farm Insurance, you call every office in your area. You call the owner, franchise manager, etc.
Ninety-eight percent of companies in the U.S. have fewer than 100 people working for them. Calling one of those managers is not that hard to do.

Interview Mistakes
Most people go into an interview thinking, what can you do for me? If you give them good enough reasons why they ought to hire you, then you won't have to worry about whether or not you want to work there.
People think interviewing is a two-way street. It's one way until you get to the altar. Once they decide they want to hire you, and then you can ask what they can do for you.

After you have a job offer, then you can start qualifying what you want from them. Your job is to get an offer. You can decide if you want the job or not afterward.

Attitude toward Finding a Job
Winners do what they have to do and figure out how to make ends meet. You pick up the phone, and you go to work. Sitting there, thinking that you don't want to do that job or "I'm too good to do that job" isn't going to help.

Next to dealing with the death of a spouse, child or parent, the fourth most emotional thing we do is look for a job. People need to deal with the emotions. Recognize that you are emotionally strained and drained. You need to get over it because the sooner you do, the faster you'll be able to look for a job. The longer you put it off, the harder it will be.

It's a process. If you focus on the process, you don't ne^{e}d to focus on the results. The process is: Have a resume that sells you, pick up the phone and call an employer with "pain" (someone that needs to hire somebody), create a need for yourself. You need to make a boat load of those calls. Make a quick, to-the-point presentation of yourself.

The Future of the Job Market

Career employment is a thing of the past. The average job in the U.S. lasts two-and-a half to three years.
We're a global economy. We are a nation of itinerant workers. You contract yourself out. That's the way the attitude of the whole world is going.
The average company in the U.S. is only 15 years old. In 1975, the average company was 58 years old.

According to the Department of Labor, by 2012 - 2013 there are going to be 10 million more jobs than there are people available.
The Biggest Resume Mistakes:

- **Writing the wrong content**
"They write content that means something to them instead of to a prospective employer. So you've got the resume, and they look at it, and the employer doesn't know what the heck they've written. Their titles are all wrong. It's got to mean something to the person you are writing it to, not you."

- **Distracting formats**
"Fonts, and garbage, and colors and big, full pages of nothing but objectives, which get read in 10 seconds. They want to know what have you done, whom have you worked for and how successful you were, and if that doesn't hit them right in the mouth, they throw it away."

"You don't need an objective. I don't recommend it, unless you're in a very narrow, specific kind of technology or engineering, something where you've customized the resume to the particular job, but for the most part, get that off of there."

- **Using a one-size-fits-all approach**
Be sure your qualifications aren't junk, like "team player," "adaptable," "integrity." "I mean, of course, what are you going to put on a resume, 'I don't have integrity'? I mean, that's ridiculous. It's junk."

- **Having a resume that is too long**

- **Not showing performance**
Don't describe your job, describe your performance. "'This is what I did. This is how successful I was.'" **Errors in objectives, dates, titles and other basics**

Seminar on Effective Discussion Tips for Students

By Mr. Rajarajan. P, HOD, Dept., of Microbiology, Bangalore City College

Active and productive discussion is often the element that makes or breaks a learning event. Many times what participants say to each other shapes how they feel about the whole learning experience. The good facilitator knows that stimulating active discussion is both an art form and a matter of technique. Below are some tips and strategies that may support your facilitation efforts.

A. **Create an Attitude for** Discussion—Participants need to understand that you as the facilitator are truly interested in having them talk meaningfully to one another. This requires establishing the right environment for healthy discussion. **Consider the following:**

1. Participants have to believe that the facilitator wants to hear participant responses.

2. Avoid creating a repressive tone by making negative comments if the participants don't respond right away.
3. Encourage the participants to speak to one another, not through you the facilitator
4. Make it clear (state it) that discussion is an expectation. Reinforce this expectation periodically.
5. Don't be afraid of silence—wait them out.
6. Make your question asking conversational and personal. Make sure that the participants see you as deeply involved with the question.
7. Before your session begins, strike up personal conversations with individuals. This forms a connection that will help support discussion later.
8. Inject energy and passion into your discussion set up
9. Personalize a discussion question by offering a personal example or story
10. As the facilitator you need to understand the discussion strategy that you are employing before you ask a discussion question. Do you want the participants to define something, settle on a group action, broaden their understanding, discover answers, reduce ambiguity, feel a personal connection to something, deepen an understanding, connect with new learning, see things differently, etc.
11. Set up your discussion question so that the participants can either relate to it directly or feel a sense of ownership toward it.
12. Before you ask a question, understand what kind of discussion you expect. Is it a challenge or argumentative discussion, an inquiry discussion, a clarification discussion, a knowledge building discussion, a consensus seeking discussion, a brainstorming discussion, a best practices discussion, a discussion to reach a particular objective, goal, or solution, etc.

B. **Twenty Discussion** Tips—There is no cookie cutter formula for successful group discussion. Each group is different and operates in accordance with its own dynamic.

Nevertheless, the tips below will help you as the facilitator to encourage productive discussion:

1. Set up your discussion question with a story, problem, challenge, definition, etc. Then lead naturally into the question. Don't hit them cold turkey with a question.
2. Offer a rhetorical question, then pause for reflection, then move to your discussion question.

3. Be sure that your questions have an objective or direction. Explain not only how they fit into the topic under study, but also how they will move their learning forward.
4. Ask participants to draw a conclusion from your present material or activity and then from that conclusion move to your discussion question.
5. For clarification purposes, define terms or explain items that may not be understood by all participants.
6. Help the participants sort through the ideas presented in the discussion. Not everything is equal, so you want to highlight key thoughts and priority statements.
7. Make certain that your discussion questions are open-ended enough to foster true discussion.
8. When needed, re-clarify the topic under discussion to keep the participants focused.
9. Give the participants time to write down a response before discussion begins.
10. When a participant says something, offer feedback—don't let the comment "flop."
11. Have people discuss the question with the person next to them before you call for group discussion.
12. At various points in the discussion, tie together statements made by different participants. You may do this by rephrasing, summarizing, synthesizing, referencing, etc.
13. As participants discuss, interject new ideas, examples, and thought provokers. However, be careful not to shift the focus to you—this will stifle participation rather than encourage it. Your goal as the facilitator is to drive the discussion deeper so the conversation is richer and more productive.
14. Sometimes you may want to restate or summarize what someone has said to encourage more discussion on that point or to highlight a fruitful line of thinking.
15. Try to tie your questions to something relevant to the participants. If possible, link your question to something that the participants have in common—an experience, a source reading, a situation, a responsibility, an event, etc.
16. When you are greeting participants as they enter the room, let them know that you look forward to hearing their opinions and observations.
17. On occasion, you may find it helpful to assign a participant as a discussion leader.
18. At times you may divide the group into small discussion groups and after a set amount of time have each open up discussion with the full group.
19. Keep the discussion on course. If the discussion strays pull it back by referring to something someone said earlier.
20. Listen carefully to the speakers—visibly show them that you are thinking deeply about what they are saying.

C. Facilitator response to silence or abbreviated statements. One of the biggest fears of facilitators is to ask a discussion question only to see it go nowhere. Standing in front of a group that won't respond is the stuff of facilitator nightmares. Some of the "dos and don'ts" listed below may help to stimulate participation:

1. Call on specific individuals to break the ice (select participants who you think have an idea or two)
2. If you don't get a response, rephrase the question, approach it from a different angle, reshape it so it is more specific, or focus on one part or one aspect of the question.

3. Praise participant comments—"Wow, great insight," "That's a unique way to look at it," "Good stuff," etc. This will encourage more participation.

4. Ask the participants if they have read anything that relates to the discussion question; or if they know of an authority who has addressed the topic under discussion.
5. To get a discussion going you may want to start with a rapid fire round robin   where each participant gives a very short reaction to the question or topic under discussion.
6. Try using contrast questions that ask the participants to compare one thing to another.
7. If someone says something and no one joins in, ask the group "How many of you have had the same experience (or see things the same way or agree with participant X)T' Then select someone and say "Tell us why you agree or disagree."
8. If participants are not responding to your question, you may want to give your personal opinion (keep it very brief). This may stimulate a response.
9. Deflect answers given to you to participants in the group.
10. If there is a silence, wait 10 to 20 seconds and say "have you had enough time to think about the question?" This will occasionally unlock a starter comment.
11. Set up a concrete situation to exemplify the discussion question and then ask participants to respond to your scenario.
12. If you don't get a response, ask participants to re-word the question—"Can someone restate this question so it will open discussion?"
13. Don't use their silence as an excuse to deliver more facilitator "lecture."
14. Don't move through a series of questions in a mechanical or staccato manner. This shuts down engaged discussion and encourages the participants to seek the "correct" answer for the facilitator.
15. Don't present your discussion questions in a question/answer format. Use them as vehicles to open a group conversation.
16. Don't read the questions, rather have them flow out of your natural conversation or the context of an activity or discussion
17. Don't do more than one question at a time.
18. Don't make your discussion questions sound like test questions.

D. Useful Discussion "Bridges." Use variations of the following *encouragement* phrases to help stimulate or encourage ongoing discussion:

- Can you elaborate on that....Tell me more....

- Someone take this in another direction...
- What do you mean by....
- Does anyone disagree with that....
- Does anyone have a different take on that....
- Can anyone give an example....
- Can you dig a little deeper....
- How did you come to this conclusion....
- Can you see evidence of this in your daily work...
- Can you think of a situation where this would not be true....
- Have you had an experience that brought you to this conclusion....
- Does everyone know what he (the speaker) is talking about....
- Is there another way to see things...
- I'm not sure what you mean, are you saying....
- Can anyone say this in another way...
- How do you (the group) define ....
- Have you thought about 'Y'....
- When is this not true.... Or is this true in all cases....
- Have the rest of you thought about this in the same way....
- Who can provide evidence for this...
- Who has had the same experience or situation...
- Say more about that...
- Go into more detail...

Criteria 1.6: Field Study / Industrial Reports.

Field study is a regular part of MSW curriculum, regular field work is conducted in various research institutes or industries. Field studies conducted in various hospitals, industries and nongovernmental organization regularly by MSW students.

I & III sem MSc Microbiology students were taken to Plant pathology and Microbiology labs of Gandhi Krishi Vignan Kendra (G KVK), Bangalore, on 19th November 2010 as a part of their Industrial visit and the reports evaluated by the external examiners.

I & III sem MSc Microbiology students were taken to Quality Control and Production units of Parle-G on 17th December 2010.

Criteria 1.7: Study Tours.

IV sem MSc Microbiology and Biotechnology students were taken to Microbiology, Plant biotechnology labs and certain production units of Central Food technology Research Institute (CFTRI),Mysore,which were very much informative to the students.

Criteria 1.8: Teachers work plan, work diary, value based education.

A proper work plan is chalked out to frame and execute the work plan based on the Calendar of Events of the University.

Regular work done diaries are maintained as a for future reference. It is mandatory for every faculty to prepare a lesson plan in the beginning of the academic semester, evaluatedby the Head of the Department and the Principal .Each faculty submits the work diary every week and are required to provide details of topics covered in each class. All these are maintained to improve the quality of teaching.

Criteria 1.9: Clubs / Associations

Department of MSW has started a social work club. The activities conducted are seminars on social issues, involving students in skits, role play and street plays etc.. to create awareness on various social issues.

Criteria 1.10: Co-curricular & Extracurricular Activities

Students are constantly encouraged to take part in various sports tournaments. Sports

Day was celebrated on $_{25}$th and 26th Feb 2010.

Outdoor games like volley ball, cricket, badminton for boys,throw ball, badminton were conducted.

Track and field events in athletics were conducted for both boys and girls.

Criteria 1.11: Counseling Services.

1. Role of a student facilitator

By UMA MAHESHWARI, STUDENT COUNSELLOR, Bangalore City College

Facilitator Defined A facilitator is literally defined as "one who helps others learn or who helps make things easy." A business facilitator helps participants to collaborate as they explore a topic or issue. The goal is to encourage participants to think productively and ultimately to articulate key ideas, to ask vital questions, to uncover variables, to find solutions, and/or to identify productive actions. The facilitator may or may not be a content expert. The word *Trainer is* often used interchangeably with *facilitator,* but the *trainer* usually connotes a facilitator who has content expertise. Both facilitators and trainers must understand how adults learn and how to draw out the best thinking of a group.

Facilitators Code As you build a learning event or a meeting, make sure that it meets

"facilitators' code." In other words, "How well does your intended approach match with adult learning theory?" As you build your training, assess your approach against the questions that follow:

1. Are you allowing your participants to be active learners? This means that you provide the raw material for them to build learning constructs, to solve problems, and to discover and explore new learning.
2. Do you articulate a clear purpose for learning—both the overall goals as well as individual activity objectives?
3. Do your lessons and activities connect with the groups experience and shared responsibilities? Can you articulate this?
4. Have you included a vehicle for participants to express their concerns?
5. Have you allowed for different learning styles?
6. Do you draw upon the expertise of the group?
7. Have you clarified how the learning will help the participants in their jobs?
8. Does your material challenge their thinking and encourage them to envision new ways of seeing things?
9. Have you built in time for reflection and self-assessment?
10. Have you allowed adequate time for participants to share their learning with each other?
11. Are you sure that you and the participants share a common language that defines and delineates the topic at hand?
12. Do you use strategies to include all participants in the learning?

Three Dimensions of the Facilitator's Role The business facilitator's role includes three general dimensions:
- To help the group move toward specified goals or outcomes
- To initiate, sustain, and assess a group process that is efficient and collaborative
- To involve all participants and reaffirm their contributions

Effective Training Characteristics What does effective training look like? Below are some characteristics of learning events that have an impact:
1. Research based and rooted in adult learning theory
2. Integrated into the organization's goals and values
3. Includes a high level of new content
4. The learning has clear outcomes
5. Focuses on the real-world needs of the participants
6. Participants see the training as a means to strengthen their effectiveness
7. Involves collaborative problem solving
8. The material connects with participant experience

9. The participants feel they are part of a learning community
10. The participants understand that they are valued for their learning efforts
11. Involves shared learning where the participants can talk directly and meaningfully to one another
12. Structured so that participants have adequate time to assimilate the material and then apply it.
13. Participants have ongoing updates, support, and practice

2.ALCOHOLISM AND ALCOHOL ABUSE- **By** Anita Vincent, Asst. Manager-H R, Perry Johnson &Associates, Austin Town, Bangalore — 47.

What is Alcoholism?

Alcoholism is a medical disease. It involves periodic or constant:

- impaired control over drinking
- preoccupation with alcohol
- use and abuse of alcohol in spite of adverse consequences
- distorted thinking, especially denial.

Alcoholism stems from genetic, environmental, and psychosocial factors. A high percentage of alcoholics have a genetic predisposition to the disease, although genetic predisposition can be overcome. Genetics are risk factors, not destiny.

People with the disease of alcoholism often need treatment, counseling, or medical attention to learn how to stop drinking and to live a healthier life.

The National Institute on Alcohol Abuse and Alcoholism and National Institute of Health offer treatment referral information. In North Carolina, call the Alcohol and Drug Council of North Carolina at 1-800-688-4232 to find treatment services in your community.

What is Alcohol Abuse?

Alcohol abuse is also a serious medical and social problem, but is not the same as alcoholism. Alcohol abuse is the intentional overuse of alcohol, i.e., to the point of drunkenness. This includes occasional and celebratory over-drinking.

Not all people who abuse alcohol become alcoholics, but alcohol abuse by itself can have serious medical effects. Overuse of alcohol is considered to be:

- More than 3-4 drinks per occasion for women
- More than 4-5 drinks per occasion for men.

One drink equals one (12-ounce) bottle of beer or wine cooler, one (5-ounce) glass of wine, or one and a half ounces of liquor.
The NIA and NIH offer advice on How to cut Down on Your Drinking.

Signs of Problem Drinking

Most students have used alcohol in one form or another, but many don't realize that young people can have a drinking problem. Ask yourself these 20 questions:

1. Do you lose time from classes due to drinking?
2. Do you drink because you are uncomfortable in social situations?
3. Do you drink to build up your self-confidence?

4. Is drinking affecting your relationships with friends?
5. Do you drink alone?
6. Do you drink to escape from studies or home worries?
7. Do you feel guilty or depressed after drinking?
8. Does it bother you if someone says that maybe you drink too much?
9. Do you have to take a drink when you go out on a date?
10. Do you get along better with other people when you drink?
11. Do you get into financial troubles over buying liquor?
12. Do you feel more important when you drink?
13. Have you lost friends since you started drinking?
14. Do you drink more than most of your friends?
15. Have you started hanging around with a crowd that drinks more than your old friends?
16. Do you drink until you just couldn't drink anymore?
17. Have you ever had a complete loss of memory from drinking?
18. Have you ever been to a hospital or been arrested due to drunken behavior?
19. Do you turn off to any studies or lectures about drinking?
20. Do you think you have a problem with alcohol?

If you answered yes to some of these questions, you have some of the symptoms that indicate a problem with alcohol. Remember, there is no intelligent reason to deny that you have a health problem. If you think you do have a problem, the most important thing is to do something about it!

Alcohol abuse is a problem that can affect people of any age. Here are some additional signs that someone has a problem with alcohol. Family or social problems associated with drinking.
1. Hiding liquor.
2. Lying about drinking (minimizing the number of drinks or the fact of drinking).
3. Making promises about drinking to oneself or others ("to cut down on drinking," "to be more careful," etc.).
4. Drinking to escape from pressure or to solve life's problems.
5. Feeling guilty after drinking or regret over what was done while drinking.

6. Friends sometimes express concern over the amount of drinking one does.
7. Significantly increased tolerance to alcohol (early indication of problem drinking).
8. Drinking capacity, once big, is now dropping (later indication of problem drinking).
9. "Blackouts"--not recalling the drinking episode.
10. Increased absenteeism and lateness (job or classes).
11. More susceptibility to accidents and illness.
12. Marked changes in behavior or personality when drinking.

If you or someone you know is showing these warning signs, please think about getting help.

3. EFFECTS OF DRUGS ON YOUR HEALTH by Mr. Raj. S. Javalagi

Drugs

Like many prescription drugs, "recreational" drugs come with potentially harmful side effects that can have serious and long-term effects on your health.

High doses of many of the drugs, or impure or more dangerous substitutes for these drugs, can cause immediate life-threatening health problems such as heart attack, respiratory failure, and coma. Combining drugs with each other or with alcohol is especially dangerous.

- Barbiturates and tranquilizers are commonly abused prescription drugs. They can cause hangover-like symptoms, nausea, seizures, and coma. Overdose or mixing these drugs with alcohol can be fatal.
- Cocaine can cause such long-term problems as tremors, seizures, psychosis, and heart or respiratory failure.
- LSD can cause nausea, rapid heart rate, depression, and disorientation. Long-term effects include paranoia and psychosis.
- Marijuana and hashish can cause rapid heart rate and memory impairment soon after use. Long-term effects include cognitive problems, infertility, weakened immune system, and possible lung damage.
- Narcotics such as heroin can bring on respiratory and circulatory depression, dizziness, impotence, constipation, and withdrawal sickness. Overdoses can lead to seizures and death.
- PCP, in addition to triggering unpredictable and violent behavior, can cause dizziness, numbness, high heart rate and blood pressure, convulsions, and in high amounts fatal heart and lung failure or ruptured blood vessels.

Stimulants such as amphetamines have health effects that include high heart rate and blood pressure, headache, blurred vision, dizziness, impotence, skin disorders, tremors, seizures, and psychosis.

Drug abuse – Effects and consequences at work

Substance or drug abuse refers to the over-indulgence in, and dependence upon, a psychoactive drug leading to effects that are detrimental to the individual's physical or mental health, or the

welfare of others. Inappropriate use of drugs may lead to addiction or substance dependence.

As well as the penalties for offences involving controlled drugs, there are well-documented links between drug use and impairments in cognition, perception, and motor skills, both at the acute and chronic levels.

It therefore follows that drug use or abuse may impact on work performance with the potential to cause accident and injury in the workplace.

It is worth noting that over-the-counter drugs and solvents are often misused, and can be as problematic as illegal drugs in relation to the effects that they have on the individual and the impact that it can have on their behavior.

Health risks depend on the drugs taken and include:

Increased risks of developing certain cancers

- depression and more severe mental health problems
- brain damage
- Vascular disease.

The social risks are far-reaching and include:

- financial difficulties
- Effects on family, friends and the wider community contributions to the volume of crime.

PART-B

PART – B

2.1 New Academic Programmes Initiated in the Academic Year MSc Electronics, MSc Computer Science, MS Communication

2.2 Candidates Qualified for NETISLET/GATE
1. Mr.Rajendra Prasad   -   Kannada   -   NET
2. Dr. Chandrama Basu -   **Chemistry**   **-**   **NET**
3. Mrs.N.S.Kaviayarasi   **Biochemistry**   **-**   **NET**
4. Dr.Maryada   Biotechnology   -   NET and SLET

2.3 Categorization of faculty based on Qualification and Experience

PROFESSORS

SI No	Name	Qualification
1	Prof. (Dr) Devarajulu	M.com.,MBA., LLB., Ph.D
2	Prof. Dhanraj	MA , MBA
3	Dr. S.N. Rai	MSc, Ph.D
4	Dr Venugopal	MBA.,LLB.,PhD
5	Dr.Uttara Mukopadyay	MA.,Ph.D

READERS

SI No	Name	Qualification
1	Mrs. Uma Maheshwari V	MSW, M.Phil, MSDLDI
2	Mr. P . Rajarajan	MSc , M Phil (Biotech)
3	Dr. Maryada Dixit	PhD, PDF
4	Dr Nachiketa Patnaik	MSc.,PhD
5	Mr Uttara Mukhopadhyay	MA , MBA, P hd
6	Dr Shreeya Pritmani	MSc.,PhD
7	Dr Sheetal Batakurki	MSc.,PhD
8	Dr Somali Ghosh	MSc.,PhD.,PDF

SENIOR LECTURERS

SI No	Name	Qualification
1	Dr Sreekanth PM	MSc.,PhD
2	Mrs Asha K	Msc , M Phil (Biotech)
3	Mrs Nuthan Mangwani	MCA, BSc
4	Mrs V Mallika	MA , M Phil, B Ed, PGDHRM
5	Mr Rajendra Prasad	MA., (P h. D)
6	Mrs Bharathi R	MA, B Ed
7	Dr. Chandrama Basu	MSc , Ph D

8	Dr. Julya Rani Francis	MSc , Ph D
9	Mrs Bhanumathi	M.A.,B.Ed
10	Mrs Arti Mohapatro	MCA

LECTURERS

SI No	Name	Qualification
1	Mrs. Omsakthi K	M.Sc , M.Phil
2	Ms Sunitha	M.Sc
3	Ms Vamshi B k	M.Sc
4	Mrs Jyothirmai	M.Sc .,B.Ed
5	Mrs Anjali Agarwal	M.Sc ., B.Ed
6	Mrs Farhana Aziz	M.A.,MPhil., B. Ed
7	Mrs Durga	M.Sc
8	Ms Jeena susan George	M.Sc ., M.Phil
9	Mrs Priya Jalavat	M.Sc , M.Phil
10	Mrs Vijayalakshmi	M.Sc
11	Ms Suma B.P	M.Sc
12	Ms Mahalakshmi	M.Sc
13	Ms Padma L	M.Sc.,M.Phil
14	Ms Priya John	M.Sc , M Phil
15	Mrs Sunitha R Nair	M.Sc , M Phil
16	Mrs Suganya	M.Sc , M Phil
17	Mr Ramesh T S	M.Sc
18	Mrs R R Aparna	M.C.A, M.Phil
19	Mrs Priya	M.C.A, M.Phil
20	Mrs Veena N	M.B.A
21	Ms Shashikala	M.Com, M.B.A
22	Mr Narayan	MA, MBA
23	Mrs SudhaAshok	MCom, MBA, PGDCA
24	Mr S.R Manohara	M.A.,B.Ed
25	Mr Joseph M	M.Sc
26	Mrs Chethana C S	M.A
27	Mrs Pooja Bekal	M.Sc
28	Mrs Ravindranath	B.E
29	Ms Ayesha	B.Sc , (MBA)
30	Mrs Manisha Singh	B.E
31	Mr John Anthony	M.S.W, Phil
32	Ms Bincy Mathew	M.S.W
33	Ms Emaculate A Mary	M.S.W
34	Mr Manjunath S	M.C.A
35	Mr Syed Noorullah	M.C.A.,(Ph.D)
36	Mr Anatha H A	M.Sc
37	Mrs Olive Grace	M.Sc
38	Mrs Kaviyarasi	M.Sc , M.Phil

39	Mr Narayanan	M.Sc.,M.Phil
40	Mr. Hemachandra	M.Sc
41	Mr. Anil	M.B.A

Criteria 2.4: Research Projects carried out in the College : Nil

Criteria 2.5: Patents : Nil

Criteria 2.6: Collaborative Research : Nil

Criteria 2.7: Research grants received : Nil

Criteria 2.8: Details of research scholars (M.Phil and Ph.D) : Nil

Criteria 2.9: Honor and awards to faculty : Nil

Criteria 2.10: Internal resources generated : Nil

Criteria 2.11: Community Service

Dept. of Social Work Organizes Social awareness camps and adoption of one village a year and caters for the social up-liftment of the village.
Dept. of Microbiology had organized a visit to Little Sisters of the Poor (Orphanage), Vatsalya (Orphanage and Adoption centre) to create a social awareness among the students.

Criteria 2.12 Teachers and officers recruited

BCA
  - Ms. Priya

Language

  - English- Mrs. Farahana Bhanu

Maths

  - Mr. Hemachandra

Management

  - Mr. Anil kumar
  - Mr. Narayana

- Ms. Shashikala
- Ms. Sudha
- Ms. Veena

M.Sc. Chemistry

- Mrs. Suma B.P as Analytical lecturer

M.Sc. Physics

- Ms. Anjali
- Ms. Jyothi
- Ms. Farhanam

Electronics

- Ms. Durga

MSW

- Mrs. Emaculate

- Ms. Bincy

Criteria 2.13: Teaching and Non-Teaching Staff Ratio- 4 : 1

Criteria 2.14: Improvement in library services SWOT ANALYSIS

- Strength .- (Existing)

  1. Books available till date approx.   : 6914

  2. Periodicals, Journals, Pamphlets etc.: 37

  3. Newspapers   : 9

  4. CDs   : 120

  5. Seating capacity   : 80

- Weaknesses :

  1. Books, journals Budget – should be proportionate to the library users
  2. Books collections- Discipline needs to be increased
  3. Language books example; French, Japanese , Hindi, English, Kannada and others need to be procured

4. Library automation need to be introduced
5. Library catalogue need to be generated
6. Photo copying facility needs to be installed
7. Security gate required

- Opportunities :

1. Free and open source journals/ Publications be made available in library computers
2. Library documents, project reports and institution's own publications made available to students in digital Library
3. Organize book exhibitions within campus

- Threats :
  1. Security check at library entrance.
  2. Checking pilferage, theft of library books
  3. Library members leaving without library clearance
  4. Fire safety measures.
- Since the library is the heart of the academic institute, it is important to meet the four basic objectives of the library and information services
  1. Ending materials
  2. Providing reading facilities
  3. Providing assistance for reference
  4. Providing internet access to users

 • Computerization of all the library activities will ease the working of the library.

 • A total of 94 new books as listed below have been added in June 2011

1.	Management	-44
2.	Physics	-17
3.	Chemistry	-24
4.	Bio technology	-09

Net amount – Rs 38,442/-

Criteria 2.15: Student Assessment of Teachers

Yes, a standard format is followed by the Head of concerned Departments and Assessment is taken every semester. The data is provided to the principal for Faculty appraisal considerations on a point scale basis.

Criteria 2.16: Unit cost of education

Unit cost of education is calculated as per the following formula:
Unit cost = Total recurring expenditure (actual) divided by the total number of students enrolled in the college
The unit cost of education in Bangalore City College for the year 2010-2011:

- Unit cost   = Rs, 1130.15

- Including salary component   = Rs, 1130.15

- Excluding salary component   = Rs, 819. 5

          TOTAL   = Rs, 17209.5

Criteria 2.17: Computerisation of Administration and the process of Admissions and Examination Results

College office is computerized since five years and executes the process of admission, collection of fees, preserving library records and maintenance of accounts. All data and records in relation to admission and entire examination procedure are stored in the database.

EXAMINATIONS RESULTS FOR VARIOUS DEPARTMENTS

Department	Semester/Month and Year	Number of Students Appeared	Number of Students Passed	Percentage Scored %
Bachelor of Arts	IV May 2011	4	1	25
	V Nov 2010	4	1	25
	VI May 2011	3	1	33
	1 Nov 2010	10	7	60
	VI June 2010	4	1	25
	II June 2010	8	2	25
Bachelor of Commerce	I Nov 2010	11	11	100
	III Nov 2010	25	9	36
	IV June 2010	34	17	50
	II June 2010	8	4	50
	V Nov 2010	16	7	40
	VI May 2011	16	9	56

Bachelor of Computer Applications	I Nov 2010	36	17	47
	II May 2011	16	8	50
	III June 2010	3	2	66
	IV June 2010	14	6	42
	III Nov 2010	35	15	**42**
	V NOV 2010	66	16	24
	11 June 2010	117	18	15
	VI May 2011	66	20	30
	IV May 2011	56	20	35
	VI June 2010	20	10	50
Bachelor of Business Management	I Nov 2010	47	15	32
	II June 2010	1	1	100
	I Nov 2010	33	10	31
	III Nov 2010	68	21	31
	V Nov 2010	59	22	37
	VI May 2011	46	33	72
	IV May 2011	46	16	35
	IV June 2010	73	41	56
	VI June 2010	37	15	41
	II June 2010	91	**24**	26
Bachelor of Science	I Nov 2010	34	8	24
	II May2011	48	23	48
	III Nov 2010	25	13	52
	II Nov 2010	16	8	50
	IV May 2011	16	8	50
	V Nov 2010	24	11	46
	VI May 2011	23	9	40
Master of Social Work	I Dec 2010	**44**	37	84
	II June 2010	31	29	94
	III Dec 2010	28	28	100
	IV June 2010	53	28	53
Master of Science	I Dec 2010	89	59	66
	II June 2010	47	16	34
	III Dec 2010	35	23	66
	IV June 2010	66	39	59
Master of Finance and Accountancy	II June 2010	3	3	100
	III Dec 2010	3	3	100
Master of International Business	I Dec 2010	15	2	13

Criteria 2.18: Increase in Infrastructural Facilities

Infrastructural facilities are constantly updated keeping in view the growing needs of the student and staff.

Criteria 2.19: Technology Up gradation

Yes, there are up-to-date computer facilities in the institution. The management does hold meetings in updating its computer facilities. Depending on the suggestions of the annual meeting the computers are updated with latest applicability.

- Hardware and software configuration of systems.

Devices	Number	Type
Processor	76	Intel Pentium4
RAM	76	1GB
Hard Disk	76	160(GB)
USB Drive	76	USB Drive
CD Drive	5	2CD Drive, 2External CD Drive
Monitor	76	HP L 1908W
Key Board	76	HP
Mouse	76	HP Optical Mouse
VGA Card	-	Input
Sound Card	-	Input
Operating System	-	Windows XP Professional Service pack-II, Linux
GUI Applications	-	Unix, UB Java
Data Application	-	Access Oracle-91, Visual Basic-6.0.M.S.Office-2007. Xlinx software
Package	-	M.S.Office-2003. Adobe reader, Win Zip.
Language	-	C, C++, Jawa .

There is a constant initiative to upgrade and equip other science.

(Biotechnology, Microbiology, Organic chemistry, Physics and Electronics labs.)

Criteria 2.20: Financial Aid to students   : Nil

Criteria 2.21: Activities and Support from Alumni Association

- Alumni Day was celebrated on July 2nd 2011. Alumni attend and give suggestions. Some of the alumni also offer endowments and prizes to top ranked students.
- Most of the alumni from different batches were present during the annual fest of this year, which include programs like entertainment and music. It is planned to keep in regular touch with alumni thorough the web links.
- Their valued suggestions regarding developing of infrastructure, feedback of course curriculum, gaps between curriculums of university an industry demand are taken into account and steps are taken to incorporate the same.

Criteria 2.22: Health Services

- In House Health center with a visiting doctor
- Ambulance on call and periodical health checkups for staff & students
- First Aid counter

Criteria 2.23: Sports and Games

Report on Annual Sports Meet

College conducted Annual Sports meet on 5th and 6th of February 2011 with Mr.Shivarame Gowda, Chairman, Rayale Concorde International College, Bangalore, Presiding over the meet.

Sports activities were conducted for both boys and girls by the respective sports in charges.

Games conducted for boys were Cricket, Volley Ball, Badminton and Basketball.

Games conducted for girls were Throw ball and Badminton.

Athletic field and track events conducted for both boys and girls were 100 metres, 200 metres, 4X100 metres, Shot put and Discus Throw.

The meet concluded with Mr. Shivarame Gowda and Mr..T.N.Murthy, Chairman, Bangalore City College giving away the prizes.

RESULTS OF THE SPOTRS EVENTS ARE AS BELOW:

TEAM EVENTS:

CRICKET

WINNERS- COMBINED TEAM OF B.B.M AND B.COM

1.	Anand Kumar (Captain)	VI Sem BBM
2.	Aman Kumar	VI Sem BBM
3.	Sunil Kumar	VI Sem BBM
4.	Syed Mazid	VI Sem BBM
5.	Rahul Gupta	I Sem BBM
6.	Washim	IV Sem BBM
7.	Mainkanta	IV Sem B Com
8.	Chetan	IV Sem B Com
9.	Devaraj	IV Sem B Com
10.	Naveen	II Sem B Com
11.	Shankar	IV Sem B Com
12.	Abishek Kumar	IV Sem BBM
13.	Rahul Jha	IV Sem BBM
14.	Rouf Hyder	IV Sem BBM
15.	Pankaj Kumar	IV Sem BBM

RUNNERS—COMBINED TEAM OF MSW AND ORGANIC CHEMISTRY

1.	Vinod Raja. T (Captain)	IV Sem MSW
2.	Shekar	IV Sem MSW
3.	Nataraja.K	I Sem MSW
4.	Mohan Kumar. N.M	I Sem MSW
5.	Nageshashi mouli	I Sem MSW
6.	Kishore N. Gowda	I Sem MSc OC
7.	Anil Kumar.M	IV Sem MSc OC
8.	Ragvendra. K.S	I Sem MSc OC
9.	Shankar.R	I Sem MSc OC

10. Sharadh Babu.K.J	I Sem MSc OC
11. Niranjan Gowda. P	I Sem MSc OC
12. Faisal. P	I Sem MSc OC
13. Lokesh	I Sem MSW
14. Surender	I Sem MSW
15. Anup Kumar	I Sem MSc OC

VOLLELY BALL (BOYS)

WINNERS- MSc PHYSICS

1.	Chetan Kumar (Captain)	I Sem MSc Physics
2.	Nagendra. B. N	I Sem MSc Physics
3.	Kiran	I Sem MSc Physics
4.	Mohan. A.R	I Sem MSc physics
5.	Madhusudan	I Sem MSc physics
6.	Sateesh	I Sem MSc physics
7.	Sandeep	I Sem MSc physics

RUNNERS---MSW

1.	Lokesh Kumar (Captain)	I Sem MSW
2.	Munegowda. N	I Sem MSW
3.	Nageshashi Mouli	I Sem MSW
4.	Mohan Kumar	I Sem MSW
5.	Chetan Kumar	I Sem MSW
6.	Srinivas	I Sem MSW
7.	Anup Kumar	I Sem MSW
8.	Jagadish. B.R	I Sem MSW

BASKET BALL (BOYS)

WINNERS---MSc Microbiology

1.	Hasnain (Captain)	I Sem MSc Microbiology
2.	Yasir Jalil	I Sem MSc Microbiology
3.	Manish	I Sem MSc Microbiology
4.	Yusuf Anaees Yusuf	I Sem MSc Microbiology
5.	Ambedkar	I Sem MSc Microbiology
6.	Syed Knrimulla	I Sem MSc Microbiology
7.	Jeza Muhamad	I Sem MSc Microbiology
8.	Anand Kumar	I Sem MSc Microbiology

9. Soumen Das   I Sem MSc Microbiology
10. Lauy Hasan   I Sem MSc Microbiology

RUNNERS---MSW

1. Vinod Raja.T (Captain)   IV Sem MSW
2. Shekar   IV Sem MSW
3. Manohara   IV Sem MSW
4. Nandan Kumar   IV Sem MSW
5. Nataraja.K   I Sem MSW
6. Mohan Kumar. N.M   I Sem MSW
7. Nagashashi mouli   I Sem MSW
8. Nagaraju   I Sem MSW
9. Vishnu.T   I Sem MSW

BADMINTON (BOYS)

WINNERS---

1. Suresh Raja   I Sem MSc Electronics
2. Manoj   I Sem MSc Electronics

RUNNERS—

1. Munegowda   I Sem MSW
2. Srinivas   I Sem MSW

THROW BALL (GIRLS)

WINNERS—COMBINED TEAM OF MSc ELECTRONICS, BCA, BBM, BSc FAD AND MIB

1. Chandana (Captain)   I Sem MSc Electronics
2. Mabasa.H   I Sem MSc Electronics
3. Shafiqa Mustafa   I Sem MSc Electronics
4. Navitha. G.T   II Sem BCA
5. Ambreen   II Sem BCA
6. Kokila. J   II Sem BSc FAD
7. Durga Manogna   II Sem BBM
8. Sathya. R   IV Sem MIB

RUNNERS---COMBINED TEAM OF MSc BIOCHEMISTRY AND MSc

BIOTECHNOLOGY

1. Syed Asma   I Sem MSc Biochemistry
2. Koorakula Sreelatha   I Sem MSc Biochemistry
3. R. Rajalakshmi   I Sem MSc Biochemistry
4. Saggam Alekya   I Sem MSc Biochemistry
5. Janet Rachel   I Sem MSc Biochemistry
6. D. Meena   I Sem MSc Biochemistry
7. L. Anlitha   I Sem MSc Biotechnology

BADMINTON (GIRLS)

WINNERS---

1. Pushpalatha. V   IV Sem MSc Organic Chemistry
2. Girija   I Sem MSc Organic Chemistry

RUNNERS—

1. Varsha   I Sem MSc Biotechnology
2. L.Anitha   I Sem MSc Biotechnology

100 METERS (BOYS)

UG	FIRST	WILSON RAJ (II SEM BA)
	SECOND	MAHUSUDAN PURTI (IV SEM BCA)
	THIRD	CHETAN (IV SEM B COM)
PG	FIRST	SATISH (I SEM MSC PHYSICS)
	SECOND	SHANKAR (I SEM MSC ORG. CHEM)
	THIRD	RAGHUPATHI (I SEM MSC ELELC)

100 METERS (GIRLS)

UG	FIRST	AMREEN (II SEM BCA)
	SECOND	BHUVANESHWARI (II SEM B.A. Jour)

	THIRD	ARTHI VERMA (II Sem BA Jour)
PG	FIRST	ARCHANA (I Sem MSc Physics)
	SECOND	MEENA.D (I Sem MSc Biotechnology)
	THIRD	SAVITHA.B (I Sem MSc Physics)

200 METERS (BOYS)

UG	FIRST---	WILSIN RAJ (II Sem BA)
	SECOND---	SHANKAR (IV Sem B COM)
	THIRD---	CHETAN.C.(IV Sem B COM)
PG	FIRST---	ARCHANA (II BCA)
	SECOND---	MEENA.D (I MSc BIOTECH)
	THIRD---	SAVITHA.B (I MSc PHY)

SHOT PUT (BOYS)

UG	FIRST---	GIRISH (II Sem BCA)
	SECOND---	WILSON RAJ (II Sem BA Jour)
	THIRD---	MUKUND (II Sem BCA)
PG	FIRST---	CHETAN (I Sem MSW)
	SECOND---	NAVEEN (I Sem MSW)
	THIRD---	SOMASEKHAR (I Sem MSW)

SHOT PUT (GIRLS)

UG	FIRST-	T. DURGA MANOGNA (II Sem BBM)
	SECOND-	BHUVANESHWARI (II Sem BA)

	THIRD-	AMREEN (II Sem BCA)
PG	FIRST-	ARCHANA. R (I Sem MSc Physics)
	SECOND-	SAVITHA.B (I Sem MSc Physics)
	THIRD-	PUSHPALATHA (I Sem MSc Physics)

DISCUS THROW (BOYS)

UG	FIRST-	GIRISH.M.N (II SEM BCA)
	SECOND-	MUKUND.M (II SEM BCA)
	THIRD-	RAJIB DEKA (IV SEM BCA)
PG	FIRST-	MOHAN.G (I SEM MSW)
	SECOND-	CHETAN (I SEM MSW)
	THIRD-	SRINIVAS.R (I SEM MSW)

DISCUS THROW (GIRLS)

UG	FIRST-	AMREEN (II Sem BCA)
	SECOND-	BHUVANESHWARI (II SEM B.A.)
	THIRD-	DURGA MANOGNA (II Sem BBM)
PG	FIRST-	ARCHANA (I Sem MSc PHY)
	SECOND-	SYED ASMA (I Sem MSc Biochem)
	THIRD-	KOORAKUKLA SRILATHA (I Sem MSc Biochem)

Criteria 2.24: Incentives to Outstanding Sports Persons: Nil

Criteria 2.25: Students achievements and awards

Sadab Ahmad Hasib of BCA completed C.A. –Inter first stage

Alfred Besra of B.Sc. (Biotechnology) cleared JNU entrance examination and joined Jawaharlal Nehru University

Hanumantha of BCA cleared CDAC examination

Criteria 2.26: Linkages developed with National/International Academic/Research bodies

Nil

Criteria 2.27: Details of Placement Services

S.No	Department	No. of Students	Placement Details
1	Social Work	3	Wipro
		4	Infosys
		7	I.T.C
		3	Tata Keriosker
		9	Hospitals of NGO's
2	Management	6	BPO Co.s
3	Biotechnology	1	Jubliant Biosys
		1	Biocon
4	Computer Science	3	Wipro
		3	Infosys BPO
		1	Capegamini
5	Physics	1	JRF in Govt. Sci. College
6	Microbiology	1	AMUL
		1	Biocon

PART C

PART C

Criteria 3.1: Best Practices of the colleges

The college is committed to motivate students to excel in their studies. The college provides the following support and aid to students.

Criteria 3.1(1): Financial aid/support to students

Management extends financial aid to deserving students and concession in fees payment.

Merit students are identified and given cash awards for their excellent performance in studies. For students belonging to weaker section of the society, the management arranges central and state government scholarships. College also helps students to get scholarships from different Social service institutions, Trusts, Philanthropists and Endowments.

Criteria 3.1(2): The College helps students to get financial aid from respective religious and caste based Sanghas and Associations.

Criteria 3.1(4): The College has provided Endowment funds from which the needy students get financial aid for their studies.

Criteria 3.1(4): extended facilities

For the benefit of students and staff, management has provided canteen facility in the campus. The college has provided sports facility for both students and staff. Both indoor games and outdoor games are being provided. They are also encouraged to participate in inter-college sports and cultural functions.

Criteria 3.1(5): Computer Education

To enhance students' knowledge and skills, the college is conducting Certificate courses in computer skills, spoken English and general English.

Criteria 3.1(6): Value education for life

The college provides value added education to students for their job career development and prosperity in life. The college also makes the students to adopt ethics in their personal and professional career.

The college provides the following opportunities and facilities to students' f or their career development.

- To undertake Research short term Projects
- College conducts regular seminars and workshops.
- College arranges for industrial visits, Internship Training and project study.
- College organizes students educational tours in and around India and abroad.