

|| Jai Sri Gurudev ||

A

Consolidated report on



## Industry Ready Vocational Training Program

*(Aptitude, Soft Skills, Verbal & Technical)*

(01<sup>st</sup> August – 30<sup>th</sup> August 2020)

At

**Adichunchanagiri Institute of  
Technology (AIT),  
Chikkamagalur**

**In collaboration**

**with Dept. of HRD**

**BGS Group of Technical Institutions (BGS-GTI)**

**Submitted By**



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## ACKNOWLEDGEMENT

Sincere gratitude is hereby extended to the following people who never ceased in helping **JANUS** to get accomplished successfully in helping the students of **AIT** this year. Thanks to God for the wisdom and perseverance that has gotten bestowed upon us during **our presence in the JANUS program**. We do believe that **“Industry never goes unfruitful,”** Thanks to all those who helped us achieve this.

We would like to profoundly thank **Sri Sri Sri Nirmalanandanatha Mama Swamiji**, President of *Adichunchanagiri Sikshana Trust* for giving us this opportunity to work with AIT and extend a platform to ensure transformation of students in terms of skill and overall personal.

The support, guidance, advice as well as pain-staking effort by the **Training & Placement Department, AIT** and **Mr. Siddharth Gowda**, Manager - HR is greatly appreciated. Indeed, without his guidance, we would not be able to put this together. Thank you so much.

We would like to express our gratitude to **Dr. C.T Jayadeva, Principal**, and AIT for his useful comments, remarks and engagement throughout the process of Janus Training Program.

We would like to express our sincere thanks to **Dr. Anandraju M B, Director -HRD, AIT** for his Useful comments, remarks and engagement throughout the process of Janus Training Program.

Furthermore, we would like to express our gratitude to all the HODs for their support during our training programs.

Special heartfelt thanks to **Mrs. Veena Basavraj**, Director– Finance, **ZESTECH** for their constant wholehearted support, guidance and inspiration throughout the training period both by keeping it harmonious and help putting pieces together. We will be grateful forever for your commitment, dedication and devotion.

We would like to thank all the IT team members for the efforts they have put in during the training period **(Online Support)** is greatly appreciated.

Last but not the least, we at ZESTECH also extend our gratitude to the students who were cordially supportive till the end of the **JANUS** training program.

## INTRODUCTION

In order to understand what it means to be industry ready during college days, students must develop and learn both a foundation of placement ready subjects and an understanding of the key elements critical to achieving success. **JANUS** Training report provides a framework for understanding necessary elements that happened during the period of **30 days** in a way that emphasizes the uniqueness of each improvement area & improved area within the institution for the students.

This exhaustive report gives a complete idea of where the students of **AIT** must improve and more specifically defines the **Expected Vs Reality** ratio. When we look at the dynamics of students and learning ability, it is easy to see why it can be a challenging topic to learn. Experience in understanding the importance is what students need, yet this takes time.

The report is prepared keeping a goal in mind:

- ❖ **Accuracy:** This report is the result of a months of facilitating, researching, training group communication, student's interaction, HR managers' interaction and JANUS Process flow compliance. It is important to train our students' skills that are based in research from both the field of engineering and other related disciplines. This report places a clear emphasis on training skills first but also ensures that those skills are based on rigorous and current research.

Armed with specific principles, procedures, and feedback techniques, **AIT** can make more informed choices about how to help their students. This report includes the training philosophy that was a foundation for JANUS, syllabus examples for the training course, methods of obtaining feedback from students about the course and their learning experiences and expectations.

Training forms an integral part towards nurturing the overall persona of an aspiring professional. Generally, today's job market demands more than just knowledge and skills. Beyond these job-specific technical skills, analytical reasoning & soft skills are universally sought by employers. The challenge is to introduce a program which allows students to learn and capitalize their competencies.

Our training programs do enhance one's competencies which enables them to get an opportunity to acquire aptitude, reasoning, fluency with leadership and team building skills to reach pinnacle level of performance and unleash their true potential.

## TRAINERS' PROFILE

**Learning and Development:** The core aim of the department is to support learning in its broadest sense, reinforce effectiveness and motivation through learning actions and systematically develop the knowledge, skills as well as behavioral and technical competencies of the students that ZESTECH trains.

Learning and Development department of ZESTECH came up with the following 3 strategies that enabled training programs to align training goals with campus goals:

**Aligning training goals with campus goals:** Use a TNA (Training Needs Analysis) assessment process. This boils down to identify goals (performance outcomes for a campus), tasks, modules, course contents, trainers needed to achieve those goals and the knowledge, skills attitudes needed to perform those tasks. Define and prioritize the process and goals to determine which training program is most suitable and which has the most impact on performance.

**Improve Human performance:** Determine the environmental and man-made barriers to training effectiveness and the rationale behind performance gaps. Fulfil the non-training gaps through thorough Analysis.

**Select the right blend of delivery options:** The training experts of ZESTECH, come up with various delivery options for a prescribed course. E-learning is the proven method to provide just-in-time training and accessible resources for performance update even after the training program is over. L&D department of ZESTECH is crucial in these aspects.

<b>Name of the Trainer</b>	<b>Core Domain</b>	<b>Experience in Years</b>
Mr. Sai Kumar Y D	Quantitative and Logical	5
Mr. Hariharan	Quantitative and Logical	7
Mr. Deepak	Verbal Aptitude	5
Mr. Charles	Verbal Aptitude	6
Mr. Charan	Technical	5
Mr. Sagar	Technical	4
Ms. Meghana	Technical	4
Mr. Yashaswi	Technical	3
Mr. Abhinav	Technical	2
Mr. Satish Babu	Technical	8
Mr. Abhishith Rao	Behavioral Skills	10

## **TRAINING REPORT FOR AIT**

ZESTECH always thrives at understanding Indian Industry requirement for every year and this puts us in the driving seat always when it comes to Learning and Development. Training related circumstance must be vivid and useful for the current trend, which can serve circumstance like real hiring. ZESTECH always strives in offering industry related module structure which caters to the need of current industry pattern in hiring. Consistent information standard and data form should be used in the learning system covering the national standards of recruitment. This model of preparing the module makes the independent data form into a concrete structure for training delivery.

The evaluated research of the need, plays a major part in understanding the trend in the coming years as well. This helps ZESTECH to foresee the requirements and mend the learning content accordingly. Matching to the current technology trends, the evaluation of the learning also keeps transcending to the next level of excellence.

### **System Structure**

ZESTECH uses structure methods to develop the course content thereby developing students' ability in meeting the current demands. Structure means, the relation among comprising elements in the system. Structure method emphasizes the rationality of the module required for the current requirement and also puts forward some rules to increase rationality, such as resolvability of current challenge in getting hired, module independence and uniqueness. It also resolves the challenge of information concealment, as it is an indigenous effort by the team of experts. Such a structure of a learning system gives a clear idea of course arrangement and thereby delivering a world class training program.

### **Structure Management**

To arrive at a structure, it takes a lot of effort to understand the gap in the campus to industry connect. Managing a structure for learning content for the current development of the students keeping in mind the future becomes a daunting task. The skill sets for the same profile and positions keep changing. Adaptability towards understanding the change becomes inevitable. Constant and consistent visit to the corporate sectors, made the task exciting and we understood that learning towards employability enhancement is never ending and perpetual. The industry based skill development modules are developed, tried and tested through various means before getting it on the floor. ZESTECH follows a strong protocol in constant upgradation of course content with respect to hiring standards and the strong structure management techniques help us to meet the demands as mentioned above.

The module structure is an organized set of research, content making, realization, evaluation and gap management.

## MODULE LIST (ASV and TECH)

	Numerical Ability	Verbal Reasoning	Communication & Behavioural Skills	Technical
<b>Day</b>	<b>Module List</b>			
<b>1</b>	Number Theory	Blood Relations and Directions	Resume Drafting	Basics of C -1
<b>2</b>	Ratios, Proportions & Partnerships	Statements and Assumptions/Conclusions	Email writing- Classroom sessions	Introduction level C-2
<b>3</b>	Alligations and Mixtures	Machine Input and Output	Email writing- Lab sessions	Structures , Arrays & Strings
<b>4</b>	Time and Work, Pipes & Cisterns	Error Spotting	Writing Skills	Data Structures and Algorithms
<b>5</b>	Percentages, Profit & Loss	Passage Writing	Video Resume	Stacks and queues advanced
<b>6</b>	Time Speed & Distance	Reading Comprehension- 1	Group discussion	Java/ Python
<b>7</b>	Boats & Streams, Races & Games	Reading Comprehension- 2	Virtual Group discussion	Java/ Python
<b>8</b>	Permutations and Combinations	Synonyms and Antonyms	Interview etiquettes	Java/ Python
<b>9</b>	Probability	Data Sufficiency	Mock Interview sessions	Java/ Python
<b>10</b>	Geometry and Mensuration	Verbal Refresher	Mock Interview	Java/ Python

## MODULES DESCRIPTION

# Quantitative Aptitude - Syllabus

Module name	Number Theory - I, II	Domain	Quantitative Aptitude
Module Description	The fundamental module on which a student will learn the basics of <b>Numbers and the rules of Numbers</b> and the basic formula involved. It has concepts of HCF and LCM and the concept of factors and the Progressions. It has the basics of Unit digit and Remainder Theorem.		
Module Objective	To equip students with <b>logical techniques</b> so that they arrive at a solution rather than using the standard method of formulation.		
Module Outcome	The student gains <b>extensive knowledge</b> on handling large numbers, breaking it down into simple form. This helps in solving bigger problems by making it into small segments.		
Reference books	“Quantum CAT” by Sarvesh K Varma. “Quantitative Aptitude for CAT” by Arun Sharma. “Objective Arithmetic” by Rajesh Varma		
No of Hours	4 hours		

## INNOVATION GROWTH & VALUES

Module name	Alligations and Mixtures	Domain	Quantitative Aptitude
Module Description	The module deals with concepts from <b>Mixtures &amp; Alligations</b> . The basics of mixtures which explains the various types in it are discussed along with calculating the ratio of two mixtures with same and different types is done. The common rules followed for the alligations are explained and sample problems are illustrated on it.		
Module Objective	The module aims at <b>solving time consuming problems</b> related to mixtures and alligations in competitive exams. Students learn to integrate two or more mixtures and deduce the value or quantity of the new mixture which is obtained.		
Module Outcome	The students will be able to crack the trickier questions from Mixtures and Alligations that consumes most of their time by <b>intelligently interpreting</b> the given data from the Question and calculate the answers.		
Reference books	“Quantum CAT” by Sarvesh K Varma. “Quantitative Aptitude for CAT” by Arun Sharma. “Objective Arithmetic” by Rajesh Varma		
No of Hours	2		



<b>Module name</b>	Ratio, Proportion and Partnership	<b>Domain</b>	Quantitative Aptitude
<b>Module Description</b>	The module <b>Ratio, Proportion &amp; Partnerships</b> deals with the mechanisms of ratio and proportion. The module trains on concepts of Proportion with the help of ratios. The concept of Partnerships is also included and explained with its various types. There are many challenging questions along with basic concepts <b>to improve aptitude</b> to the students.		
<b>Module Objective</b>	Helping students to <b>develop comparisons and analysis</b> of various ratios. It also reinforces them to analyse the difference between mixed quantity and individual quantity. This module will support their aptitude in associating the quantities with their values.		

<b>Module Outcome</b>	The students will be able to <b>compare the quantities</b> and find the efficiency based on the questions. They will also be able to <b>analyses the relationship</b> of two separate quantities from the questions asked.
<b>Reference books</b>	“Quantitative Aptitude” by R.S.Aggarwal. “Quantitative Aptitude for CAT” by Arun Sharma.
<b>No of Hours</b>	2

<b>Module name</b>	Logical Reasoning	<b>Domain</b>	Logical Aptitude
<b>Module Description</b>	The module explains the logical reasoning of <b>Blood relations, Directions, Coding and Decoding and Cubes</b> . Concepts will be taught practically and the questions to be solved in an easier way would be taught to the students so that they can understand, formulate and solve it by relating the things.		
<b>Module Objective</b>	Logical thinking define a simple idea from a complex situation which is why it has been made a part of the syllabus		
<b>Module Outcome</b>	Students will improve their defining abilities, logical reasoning skills and aptitude on critical reasoning		
<b>Reference books</b>	“Logical Reasoning for CAT” by Arun Sharma “Reasoning Ability” by Wiley		
<b>No of Hours</b>	2 hours		

<b>Module name</b>	Percentages, Profit and Loss	<b>Domain</b>	Quantitative Aptitude
<b>Module Description</b>	The module explains the concepts on <b>finding the percentages</b> from the fractions and vice-verse. It also deals with the consumption and basics of profit and loss and transactions value.		
<b>Module Objective</b>	They should be able to solve problems by demonstrating their logical analysis of Profit and Loss using logic.		
<b>Module Outcome</b>	Students will skilfully predict the directions and objects based on the conditions offered in a question. They will apply deduction skills along with analytical skills by referring to conditions.		
<b>Reference books</b>	“Quantum CAT” by Sarvesh K Varma. “Quantitative Aptitude for CAT” by Arun Sharma. “Objective Arithmetic” by Rajesh Varma		
<b>No of Hours</b>	2 hours		

<b>Module name</b>	Time and Work	<b>Domain</b>	Quantitative Aptitude
<b>Module Description</b>	The module explains the relationship between Work and Time in 2D and 3D analysis. Students are taught the basic relationship between time and Work, men and days, concept of man days and LCM will be taught in the module.		
<b>Module Objective</b>	The students should understand the basic definitions and method of calculating the <b>parameters related to Proportionality constants</b> .		
<b>Module Outcome</b>	Students will skilfully solve the conditions offered in a question. They will apply deduction skills along with analytical skills by referring to conditions.		
<b>Reference books</b>	“Quantum CAT” by Sarvesh K Varma. “Quantitative Aptitude for CAT” by Arun Sharma.		
<b>No of Hours</b>	2 hours		

Module name	Time, Speed and Distance	Domain	Quantitative Aptitude
Module Description	The module explains the concepts on <b>Time, Speed and Distance</b> and the basic formula. Basic rules of Trains, Boats and Races will be taught to the students in analytical way.		
Module Objective	The students should understand the basic notations and represent the data.		
Module Outcome	Students will skilfully predict the representation of data with respect to people and objects based on the conditions offered in a question. They will apply deduction skills along with analytical skills by referring to conditions.		
Reference books	“Quantum CAT” by Sarvesh K Varma. “Quantitative Aptitude for CAT” by Arun Sharma.		
No of Hours	2 hours		

Module name	Permutations and Combinations	Domain	Quantitative Aptitude
Module Description	The module explains the concepts of arranging and selecting the things in the given order and the specified conditions and analytical methods of solving the problems about application of permutations and Combinations will be taught.		
Module Objective	They should be able to solve problems by demonstrating their logical analysis of Profit and Loss using logic.		
Module Outcome	Students will skilfully predict the directions and objects based on the conditions offered in a question. They will apply deduction skills along with analytical skills by referring to conditions.		
Reference books	“Quantum CAT” by Sarvesh K Varma. “Quantitative Aptitude for CAT” by Arun Sharma. “Objective Arithmetic” by Rajesh Varma		
No of Hours	2 hours		

Module name	Probability	Domain	Quantitative Aptitude
Module Description	The module explains the concepts on finding the definition of events. Problems based on coins, dices, cards and coloured marbles. Finding the defective items from a mixture of items is also done.		
Module Objective	They should be able to solve problems by demonstrating their logical analysis of Probability.		
Module Outcome	Students will skilfully predict the directions and objects based on the conditions offered in a question. They will apply deduction skills along with analytical skills by referring to conditions.		
Reference books	“Quantum CAT” by Sarvesh K Varma. “Quantitative Aptitude for CAT” by Arun Sharma. “Objective Arithmetic” by Rajesh Varma		
No of Hours	2 hours		

Module name	Set Theory	Domain	Reasoning Aptitude
Module Description	The module explains the concepts on <b>Set Theory</b> using the basic notations of the sets. Venn diagram concepts are to be taught to the students to represent the data in the easier way and concept of maxima and minima will be taught to the students to represent, analyses and understand the data in the easier way.		
Module Objective	The students should understand the basic notations and represent the data.		

<b>Module Outcome</b>	Students will skillfully predict the representation of data with respect to people and objects based on the conditions offered in a question. They will apply deduction skills along with analytical skills by referring to conditions.
<b>Reference books</b>	“Logical Reasoning” by R.S.Aggarwal. “Logical Reasoning for CAT” by Arun Sharma
<b>No of Hours</b>	2 hours

INNOVATION, GROWTH & VALUES

## Verbal Aptitude -

# Syllabus

<b>Module names</b>	Parts of Speech ,Tenses, Subject-Verb Agreement I and II	<b>Domain</b>	Verbal Aptitude
<b>Module Description</b>	<p>The module explains the concepts on <b>Parts of Speech and Tenses</b> which is conglomeration of <b>two fundamental modules</b>. Interpretation of Pronouns is vital to students to learn the tactful art of <b>replacing a noun</b>. The module gives a <b>detailed analysis of usage of four main pronouns</b> out of nine. The module equips students with the <b>relevant functioning</b> of various types of pronouns that are applied inaccurately during oral or written communication. It is a strategic module that not only analyses your ability to identify errors but also simultaneously checks on the knowledge of grammar, Construction of sentences, vocabulary, and subject-verb agreement of the students.</p>		
<b>Module Objective</b>	To equip students with relevant application of Articles and Pronouns that will vitalize their <b>knowledge of application</b> and usage in the module and <b>skillful in Identifying basic errors</b> in a sentence. It will <b>equip them in the knowledge</b> to seek correct sentences.		
<b>Module Outcome</b>	To see <b>higher ratio and higher proportion</b> of apt application of pronouns and articles in a student’s written and oral communication.		
<b>Reference books</b>	“English Grammar in Use” by Murphy. “Grammar for IELTS” by Hopkins		
<b>No of Hours</b>	2 hours		

<b>Module name</b>	Jumbled Paragraphs	<b>Domain</b>	Verbal Aptitude
<b>Module Description</b>	The module explains the concepts Jumbled Paragraphs and the basic steps of forming a paragraph and the logical methods of doing it.		
<b>Module Objective</b>	To make students <b>skilful in identifying the methodology of structuring the paragraphs</b> . It will <b>equip them in the knowledge</b> to seek correct sentences.		
<b>Module Outcome</b>	Students will be <b>careful and tactful while forming the paragraphs</b> . The module would be a stepping stone towards correct and good written and spoken English.		
<b>Reference books</b>	“English Grammar in Use” by Murphy. “Grammar for IELTS” by Hopkins		
<b>No of Hours</b>	2 hours		

Module name	Error Spotting	Domain	Verbal Aptitude
Module Description	The module explains the concepts of finding the errors. Even those of us who are well-versed with English end up making the silent of English. Error spotting will be taught in a easy and logical approach.		
Module Objective	Encourage kinaesthetic learning among students to make students absolutely fair in the <b>knowledge and application of grammar</b> and their usage		
Module Outcome	Student will not only learn to understand concepts accurately but also the correct application of them. This will <b>positively display correct English</b> while speaking and writing.		
Reference books	“English Grammar in Use” by Murphy. “Grammar for IELTS” by Hopkins		
No of Hours	2 hours		

Module name	Reading Comprehension	Domain	Verbal Aptitude
Module Description	The module explains the concepts of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. The process of comprehending the decoding the given info is taught.		
Module Objective	Encourage fast reading among the students		
Module Outcome	Student will not only learn to understand concepts accurately but also the correct application of them.		
Reference books	“English Grammar in Use” by Murphy. “Grammar for IELTS” by Hopkins		
No of Hours	2 hours		

Module name	Passage/Essay Writing	Domain	Verbal Aptitude
Module Description	The module explains the methods of writing the Essays that are subjective and narrative and the same method of writing the passages.		
Module Objective	Encourages writing skills and enhances them.		
Module Outcome	Student will not only learn to understand concepts accurately but also the correct application of them.		
Reference books	“English Grammar in Use” by Murphy. “Grammar for IELTS” by Hopkins		
No of Hours	2 hours		

Module name	Vocabulary and Analogies	Domain	Verbal Aptitude
Module Description	The module explains the concepts of using the words in English and understanding the root words and their meanings and forming a logical relationship between two words		
Module Objective	Understand the rules of formation of words and relation between the words		
Module Outcome	Student will not only learn to understand concepts accurately but also the correct application of them.		
Reference books	“English Grammar in Use” by Murphy. “Grammar for IELTS” by Hopkins		
No of Hours	2 hours		

Module name	Logical Reasoning and Verbal Ability	Domain	Verbal Reasoning
Module Description	The module explains the concepts on <b>Logical Reasoning</b> . It deals with the statements & conclusion where the conclusions are determined from the statements and we have to evaluate whether the conclusion is true or false based on the statements given. Statements and related conclusions are also derived from shapes. The module also discusses various types in syllogism such as Statements & arguments, statements & assumptions.		
Module Objective	To <b>improve critical and logical thinking</b> to reach to the answer. The conclusions, arguments, assumptions are drawn from conflicting statements, so one needs to have <b>robust critical and logical thinking</b> .		
Module Outcome	Students will learn how to logically answer a question by reading the statements and by <b>deriving</b> related conclusions.		
Reference books	“English Grammar in Use” by Murphy. “Grammar for IELTS” by Hopkins		
No of Hours	2 hours		

## Soft Skills - Syllabus

ZESTECH

Module name	Resume Building	Domain	Soft Skills
Module Description	A guiding principles of Professional job seeking methods begins with Resume Writing. This modules covers the methods of preparing the resume for the Job description and the step by step methods of what is to be done is focused		
Module Objective	To help the students understand the importance resume		
Module Outcome	Students will be able to prepare the resumes as per the guidelines		
No of Hours	2		

Module name	Email Writing - I and II	Domain	Soft Skills
Module Description	This module focus on the basic steps of writing an email and the process of composing an email and drafting without any errors.		
Module Objective	Learn <b>effective</b> email writing techniques.		
Module Outcome	Students will draft email for real-time scenarios without any errors		
No of Hours	2		

Module name	Extempore	Domain	Soft Skills
<b>Module Description</b>	<p>The module teaches introduces them to speaking and what it means and how to do an <b>impromptu</b> using <b>templates</b>. It also teaches them simple and complex steps on how to do a speaking presentation and the tools that a required to develop that skill. Encourage students to come up on stage and present or discuss in a group for a topic and speak against the same topic by changing the decisions. To ensure they have a partial know-how on presentation the students will be asked to deliver an extempore facing the audience.</p>		
<b>Module Objective</b>	<p>To allow students to <b>express themselves</b> more fluently and confidently on the lines of <b>being professional</b> and they would be taught on how to take sides and give their best.</p>		



<b>Module Outcome</b>	Students will be able to notice the improvements that they have showcased than compared to their previous presentations.
<b>No of Hours</b>	2

<b>Module name</b>	Power Presentation I and II	<b>Domain</b>	Soft Skills
<b>Module Description</b>	This module focus on the presentation for a specific audience to whom the information so conveyed is relevant to. The attempt to have an intense impacton the audience with regard to the topic that is to be presented.		
<b>Module Objective</b>	Learn <b>effective</b> speaking skills.		
<b>Module Outcome</b>	Students will be able to notice the improvements that they have showcased than compared to their previous presentations.		
<b>No of Hours</b>	2		

<b>Module name</b>	Group Discussion	<b>Domain</b>	Soft Skills
<b>Module Description</b>	This module focus on the aspects and various dimensions of Group discussion being conducted by the corporate for selection. 3 sessions of intense coaching on GD will give a sea change in the students' mentality of approaching job interviews.		
<b>Module Objective</b>	Learn <b>effective</b> speaking skills.		
<b>Module Outcome</b>	Students will be able to notice the improvements in the Group Discussion topics		
<b>No of Hours</b>	2		

<b>Course Name</b>	C and C++ Programming
<b>Course Description</b>	Basic <b>objective-c</b> syntax, objects, memory management and To understand how <b>C++</b> improves C with object-oriented features
<b>Course Outcome</b>	Understand the fundamentals of <b>C</b> programming and Choose the Implement file Operations in <b>C</b> programming and semantics of the <b>C++</b> programming language. To Learn how to design <b>C++</b> classes for code reuse.
<b>Course Name</b>	Fundamentals of Data Structures
<b>Course Description</b>	The <b>objective</b> of the <b>course</b> is to present an introduction to <b>data</b> organization, management, and storage format that enables efficient access and modification. More precisely, a <b>data structure</b> is a collection of <b>data</b> values, the relationships among Them, and the functions or operations that can be applied to the <b>data</b> .
<b>Course Outcome</b>	Improve the database design by normalization.
<b>Course Name</b>	Ansys
<b>Course Description</b>	The <b>objective</b> of the <b>course</b> is to present an introduction to design and develop the prototype of an object using the software modelling techniques
<b>Course Outcome</b>	Improve the design technicalities

## **ATTENDANCE ANALYSIS**

AIT, associated with Zestech for JANUS is well aware about the importance of attendance. This is done as ZESTECH believes that any impact that we hope to achieve with regard to the modules, requires consistency in attending the classes.

Each module gets a dedicated time of about 120-130 minutes in AIT during JANUS depending on the assessments time. These modules are curated after a lot of discussion and research into the recruitment process. And the need to repeat modules (Aptitude and Verbal) in class is felt when we have not been able to reach all 60- 70 in a class. This again takes time and effort both on our and the college's part. This is why the importance of attendance is stressed as frequently as possible.

There are doubts clearing sessions every day as well, where the students can clarify their doubts regarding any module. This way there will be continuity in the modules and learning is ensured.

The overall attendance analysis and day wise attendance analysis is also shared in this report. This will help us to create rigor among the team to improve attendance in low lying classes and thereby achieving student enhancement.



**AIT- OVERALL ATTENDANCE ANALYSIS – TECH-  
DAYWISE**

	<b>D a y 1</b>	<b>D a y 2</b>	<b>D a y 3</b>	<b>D a y 4</b>	<b>D a y 5</b>	<b>D a y 6</b>	<b>D a y 7</b>	<b>D a y 8</b>	<b>D a y 9</b>	<b>Da y 1 0</b>	<b>Aver age</b>
<b>CSE</b>	94 %	95 %	92 %	89 %	94 %	95 %	92 %	90 %	95 %	95 %	93%
<b>ISE</b>	95 %	90 %	80 %	90 %	95 %	90 %	80 %	90 %	95 %	95 %	90%
<b>ME CH</b>	95 %	90 %	95 %	90 %	95 %	92 %	90 %	92 %	91 %	95 %	93%
<b>CIVI L</b>	90 %	94 %	95 %	92 %	90 %	92 %	80 %	95 %	95 %	85 %	91%
<b>ECE</b>	91 %	95 %	90 %	80 %	90 %	92 %	95 %	98 %	99 %	95 %	93%
<b>EEE</b>	90 %	95 %	90 %	91 %	92 %	89 %	95 %	98 %	99 %	95 %	93%

**AIT- OVERALL ATTENDANCE ANALYSIS – ASV- DAYWISE**

	<b>D a y 1</b>	<b>D a y 2</b>	<b>D a y 3</b>	<b>D a y 4</b>	<b>D a y 5</b>	<b>D a y 6</b>	<b>D a y 7</b>	<b>D a y 8</b>	<b>D a y 9</b>	<b>D a y 1 0</b>	<b>Aver age</b>
<b>CSE</b>	99 %	95 %	95 %	90 %	95 %	80 %	90 %	91 %	95 %	95 %	93%
<b>ISE</b>	94 %	95 %	95 %	92 %	89 %	92 %	89 %	92 %	89 %	95 %	92%
<b>ME CH</b>	92 %	89 %	95 %	90 %	95 %	92 %	89 %	90 %	95 %	95 %	92%
<b>CIVI L</b>	90 %	95 %	95 %	92 %	97 %	90 %	95 %	95 %	95 %	85 %	93%
<b>ECE</b>	91 %	95 %	90 %	95 %	90 %	92 %	95 %	98 %	99 %	95 %	94%
<b>EEE</b>	90 %	95 %	90 %	91 %	92 %	89 %	95 %	98 %	99 %	95 %	93%



**EVALUATIONS – STUDENT PERFORMANCE TRACKING**

Evaluations form a prime part in JANUS process. What is the need to train if the growth is not measured? It is always advisable and recommended to have a track on the path that the students are lead to. ZESTECH strongly believes in the fact that if the path is not tracked or if the path leads to a wrong, undesired direction then corrective measures are to be taken to alter it and bring the course right on target.

Nevertheless, the module structure, design and delivery is not a flaw. But the growth measurement becomes an inevitable part in the JANUS process.

Measurement and evaluation of learning had its effect on the students. Feedback is essential for ZESTECH to know how the students of AIT are progressing, and evaluation is crucial to the learner's confidence too. There were excellent differences in the improvement of the students. The focus towards students' skill set improvement never stopped.

Students can be switched off the whole idea of learning and development very quickly if they receive only negative critical test results. Always look for positives in negative results.

Encourage and support - don't criticize without adding some positives, and certainly never focus on failure, or that's just what you'll produce. This is a much overlooked factor in all sorts of evaluation and testing, and since this element is not typically included within evaluation and assessment tools the point is emphasized point loud and clear here.

ZESTECH overcame this long back by constantly seeking help from the Training & Placement Department of AIT to get it cleared once the gap is identified. The results and student development started to become an imperative part of AIT.

**10 Day wise evaluations and 14 Session Wise evaluations happens every year.** The evaluation syllabus is prepared at regular intervals. The session wise evaluations at the end of every Quantitative Aptitude and Verbal Aptitude Sessions. The day wise evaluations happen at the end of the day with the previous day's syllabus as the evaluation modules.

**TECH SESSION WISE – EVALUATIONS – BATCH SCORES.**

	<b>D a y 1</b>	<b>D a y 2</b>	<b>D a y 3</b>	<b>D a y 4</b>	<b>D a y 5</b>	<b>D a y 6</b>	<b>D a y 7</b>	<b>D a y 8</b>	<b>D a y 9</b>	<b>Da y 10</b>	<b>Aver age Sco res</b>
<b>Batc h 1</b>	7	6	7	8	9	9	7	7	7	7	8
<b>Batc h 2</b>	8	8	8	7	9	8	6	7	9	8	8
<b>Batc h 3</b>	7	6	7	8	9	9	7	7	7	9	7
<b>Batc h 4</b>	7	6	7	8	9	8	6	7	9	8	6
<b>Batc h 5</b>	7	6	7	8	9	7	9	8	8	7	7

	<b>D a y 1</b>	<b>D a y 2</b>	<b>D a y 3</b>	<b>D a y 4</b>	<b>D a y 5</b>	<b>D a y 6</b>	<b>D a y 7</b>	<b>D a y 8</b>	<b>D a y 9</b>	<b>D a y 10</b>	<b>Aver age Sco res</b>
<b>Batc h 1</b>	8	8	7	8	9	8	9	9	7	7	8
<b>Batc h 2</b>	8	9	8	8	8	8	8	7	9	8	8
<b>Batc h 3</b>	7	9	7	8	9	8	9	8	7	9	8
<b>Batc h 4</b>	8	6	7	7	9	7	8	7	9	8	6
<b>Batc h 5</b>	7	9	7	8	6	7	8	8	8	7	7

**TECH SESSION WISE – EVALUATIONS – BRANCH SCORES.**

**ASV SESSION WISE – EVALUATIONS – BRANCH  
SCORES.**

## JANUS- TRAINER FEEDBACK ANALYSIS

*“Feedback is the breakfast of Champions”*

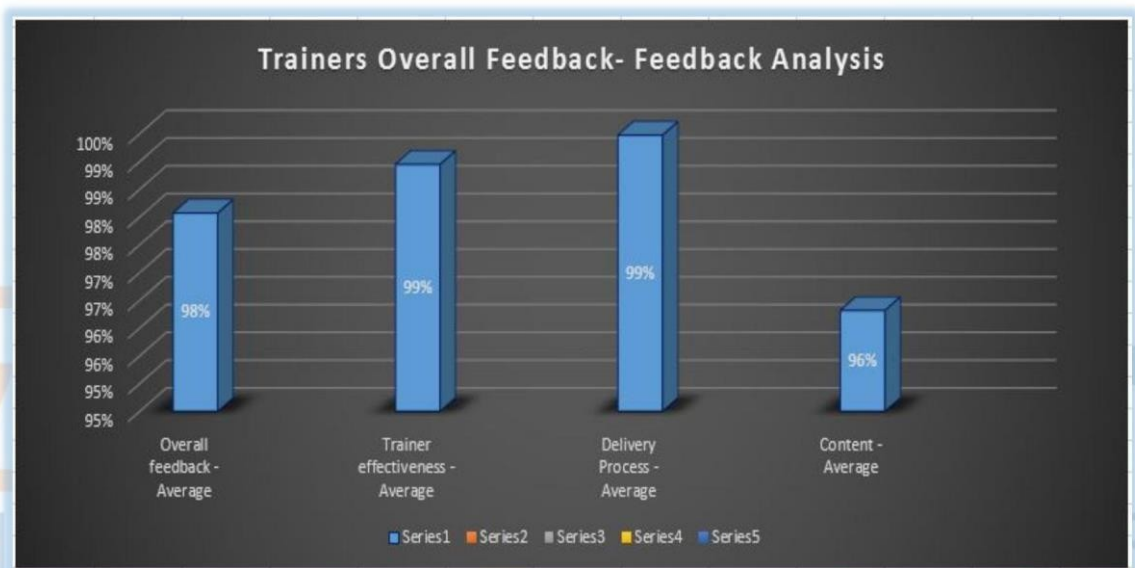
It is inevitable to bring about a change in the students’ learning path. Only by improving the standards of training this can be achieved. The training standards are nevertheless improved by upgrading the modules for the training program. This confirms the realization only with the help of student feedback about the trainers and their views towards the module and the program.

### FEEDBACK ANALYSIS

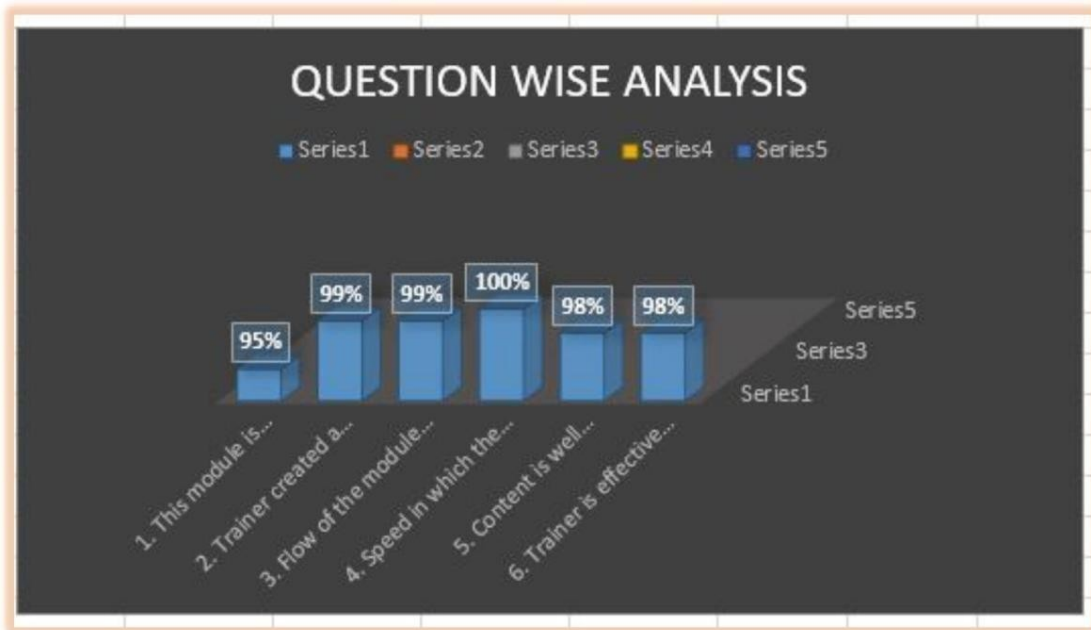
The analysis portrayed below gives a detailed outlook of trainers’ overall feedback percentage with respect to number of students surveyed. These are objective positioning right from understanding the concepts till usage of the same in their career.

**Chart: Ca.**

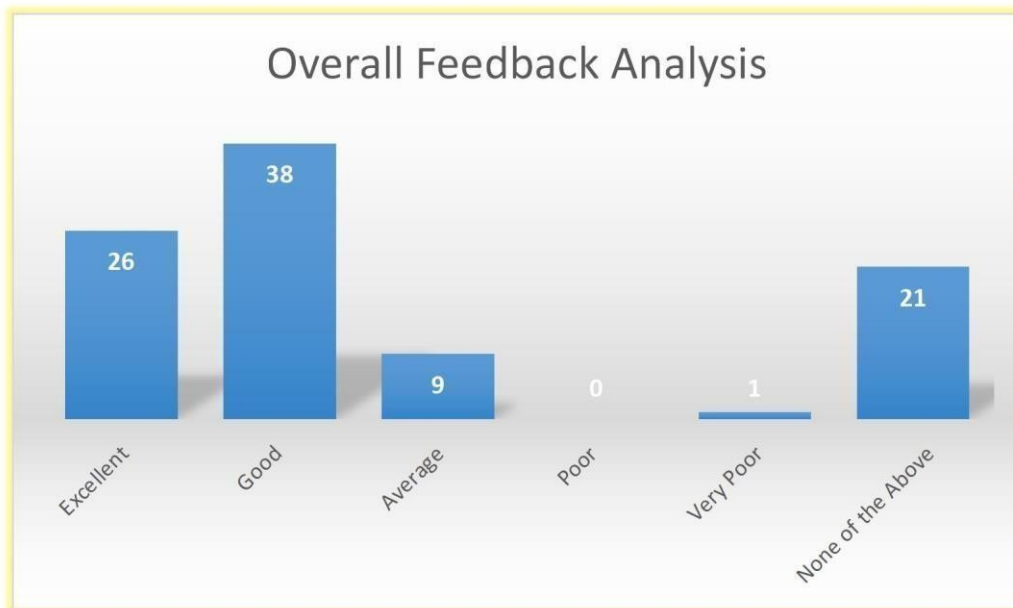
**Chart: Cb.**







**Chart: Cc.**



**Chart: Cd.**

**STUDENT FEEDBACK –TRAINING-TECH**

**STUDENT FEEDBACK –TRAINING-ASV**



*“Interactive and giving more types of easy solutions.” – Ms. Nagu Sharu*

*“Knowledge about the topic and shortcut methods taught were excellent” – Ms. Bhoomika*

The logo for ZESTECH features a stylized 'Z' icon on the left, composed of two parallel orange lines that form a shape resembling a right-angled triangle. To the right of this icon, the word 'ZESTECH' is written in a bold, blue, sans-serif font. Below the word 'ZESTECH', the tagline 'INNOVATION, GROWTH & VALUES' is written in a smaller, blue, sans-serif font.

**ZESTECH**  
INNOVATION, GROWTH & VALUES

## SUMMARY

Overall, PRAGNYAN learning events were well received by students who rated the experience as either good or excellent. The majority of participants reported an increased awareness in the modules they have learn.

The evaluation process, which looked at students reaction, students learning, knowledge transfer and training impact, identified a number of improvements needed in order to better achieve stated objectives. These improvements refer to the training design, sustainability, and training focus.


Re-design current training material to ensure that clear and specific objectives guide the process, that a multi-year plan with realistic manageable goals are included in the training curriculum and that follow up support is provided throughout the training process.

Students appreciated the helpfulness and the delivery style of the trainers. Role plays and group discussions were found to be most useful to their learning as well. The training was effective in improving the student's knowledge and awareness. From the feedback of the students, the training facilities/materials need to be improved (training room, course materials). And the students would appreciate if they could have more real- life examples and role plays during the training.

Having the opportunity to apply new skills mattered during the training period. Students reported being better able to apply what they learned had significantly higher gains, as well as higher levels of improvement in their performance. Learners who realized higher gains in motivation and engagement and future orientation reported higher levels of improvement in their performance.

We would like to thank all the people who helped us to finish the training program successfully.

INNOVATION, GROWTH & VALUES

  
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