

|| Jai Sri Gurudev ||  
Sri Adichunchanagiri Shikshana Trust @

**Adichunchanagiri Institute of Technology, Chikkamagaluru**  
**Department of HRD**

Date: 07.12.2018

**CIRCULAR**

The Programming Skill Enhancement Training (PSET) for pre final year students B.E (CSE/ISE/ECE/EEE) will commence from 16<sup>th</sup> January, 2019 (Wednesday). Hence all the students are advised to report on 16<sup>th</sup> Jan 2019 at 9AM in the BGS Seminar Hall.

Note:

1. Students have to enroll their **names** in their respective department before 20<sup>th</sup> Dec 2018.
2. Dress code will be **Formals** during the training.

Copy to: Concerned HOD's-for needful

*C. Jayadev*  
Principal

Adichunchanagiri Institute of Technology  
Chikkamagaluru - 577102





|| Jai Sri Gurudev ||

Sri Adichunchanagiri Shikshana Trust ®



# Adichunchanagiri Institute of Technology Chikkamagaluru



**Long Term Life Skills Enhancement  
Training Program**

(Aptitude, Soft Skills, Verbal & Technical)

at

**Adichunchanagiri Institute of Technology (AIT),**  
KM Road, Chikkamagaluru, Karnataka 577102



Dept. of HRD  
**BGS Group of Technical Institutions (BGS-GTI)**





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Sri Adichunchanagiri Shikshana Trust ®



**Adichunchanagiri Institute of Technology**

**Chikkamagaluru**

**pragnyan**  
2018

**Long Term Life Skills Enhancement  
Training Program**

(Aptitude, Soft Skills, Verbal & Technical)

at

**Adichunchanagiri Institute of Technology (AIT),**  
KM Road, Chikkamagaluru, Karnataka 577102



Dept. of HRD

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



Sl No	USN	Name	Gender	Branch
1	4AI15CV111	R Sumanth Raj	Male	Civil
2	4AI15CV026	Granthana Hv	Female	Civil
3	4AI16CV427	Yarriswamy G	Male	Civil
4	4AI14CV029	Faraz Ahmed	Male	Civil
5	4AI15CV079	Sachin M S	Male	Civil
6	4AI15CV058	Pavan Cs	Male	Civil
7	4AI15CV031	Isha Macwan	Female	Civil
8	4AI15CV124	Sheeba Sharif	Female	Civil
9	4AI15CV072	Rahul Dj	Male	Civil
10	4AI15CV006	Akshitha V R	Female	Civil
11	4AI16CV416	Praveena N N	Male	Civil
12	4AI15CV064	Prajwal Ravish Gowda	Male	Civil
13	4AI16CV412	Mukesh Singh M	Male	Civil
14	4AI15CV077	Rohith K R	Male	Civil
15	4AI15CV039	Likith Ns	Male	Civil
16	4AI15CV063	Prabhu C	Male	Civil
17	4AI16CV411	Monisha D.M	Female	Civil
18	4AI16CV408	Krishnamurthi B R	Male	Civil
19	4AI15CV045	Manu B G	Male	Civil
20	4AI15CV070	Vanishree R T	Female	Civil
21	4AI16CV418	Ranjitha P	Female	Civil
22	4AI16CV400	Abhishek M.E	Male	Civil
23	4AI16CV415	Prashanth M C	Male	Civil
24	4AI16CV409	Manjusree A.P	Female	Civil
25	4AI15CV119	Venugopala B S	Male	Civil
26	4AI15CV032	Ishpal Singh	Male	Civil
27	4AI16CV413	Nayana C	Female	Civil
28	4AI16CV428	Yuvaraj Y. B	Male	Civil
29	4AI16CV414	Niveditha Hs	Female	Civil
30	4AI15CV075	Ranjitha D	Female	Civil
31	4AI16CV426	Vinayaka T K	Male	Civil
32	4AI14CV125	Shreya H N	Female	Civil
33	4AI15CV042	Manjunatha H	Male	Civil
34	4AI16CV403	Gaurav G	Male	Civil
35	4AI14CV085	Samprith C V	Male	Civil
36	4AI15CV091	Shailaja	Female	Civil
37	4AI15CV060	Pooja B.T	Female	Civil
38	4AI15CV003	Agna	Female	Civil
39	4AI15CV029	Harisha P	Male	Civil
40	4AI16CV420	Sachin Kr	Male	Civil
41	4AI15CV117	Vasuki	Male	Civil
42	4AI15CV055	Nischitha Raj	Female	Civil
43	4AI16CV406	Karthik H K	Male	Civil
44	4AI15CV061	Pooja S Kumar	Female	Civil
45	4AI16CV417	Rachana	Female	Civil
46	4AI15CV104	Srigandh Sr	Male	Civil





47	4AI15CV028	Guruprasad M D	Male	Civil
48	4AI15CV043	Manoj K S	Male	Civil
49	4AI15CV027	Gurucharan R Shetty	Male	Civil
50	4AI15CV065	Prajwal Suresh Cs	Male	Civil
51	4AI15CV057	Parikshith K H	Male	Civil
52	4AI16CV424	Suhas.H.R	Male	Civil
53	4AI15CV024	Ganesh.P.G	Male	Civil
54	4AI16CV401	Darshan	Male	Civil
55	4AI16CV410	Manoj Kumar S	Male	Civil
56	4AI15CV083	Sai Alekya P	Female	Civil
57	4AI15CV015	Chandan.A.N	Male	Civil
58	4AI15CV103	Spoorthy Hn	Female	Civil
59	4AI15CV053	Natraj R L	Male	Civil
60	4AI15CV101	Sonia.B.M	Female	Civil
61	4AI15CV051	Nagaraja K	Male	Civil
62	4AI15CV023	Dhanyashree V	Female	Civil
63	4AI15CV093	Shashidhar K N	Male	Civil
64	4AI15CV105	Suchith S	Male	Civil
65	4AI15CV085	Samartha Gowda Gs	Male	Civil
66	4AI15CV096	Shreshta C M	Female	Civil
67	4AI15CV033	J H Harsha	Male	Civil
68	4AI15CV114	Uday Kumara L	Male	Civil
69	4AI16CV422	Shameer H M	Male	Civil
70	4AI5CV097	Shubha B M	Female	Civil
71	4AI15CV012	Shywick B Y	Male	Civil
72	4AI15CV109	Suma N	Female	Civil
73	4AI15CV087	Sandhya A V	Female	Civil
74	4AI15CV030	Harshitha.B.M.	Female	Civil
75	4AI16CV419	Sachin G P	Male	Civil
76	4AI15CV100	Sindu A C	Female	Civil
77	4AI15CV113	Suprith Mr	Male	Civil
78	4AI15CV076	Rekha H C	Female	Civil
79	4AI15CV019	Chethan.R	Male	Civil
80	4AI15CV098	Shwetha Nambiar	Female	Civil
81	4AI15CV110	Sumanth N.M	Male	Civil
82	4AI15CV118	Venkatesh A	Male	Civil
83	4AI15CV078	Sachin D	Male	Civil
84	4AI15CV115	Varshini B S	Female	Civil
85	4AI15CV052	Namitha MI	Female	Civil
86	4AI15CV092	Shashank S Jois	Male	Civil
87	4AI15CV095	Sheethal S L	Female	Civil
88	4AI15CV014	Bhavyashree Kn	Female	Civil
89	4AI15CV071	Raghavendra Gowda C.R	Male	Civil
90	4AI15CV069	Pruthveesh A.E	Male	Civil
91	4AI15CV108	Suhas M H	Male	Civil
92	4AI15CV120	Vidya C	Female	Civil



93	4AI15CV074	Rahul R	Male	Civil
94	4AI15CV056	Nishchitha V.S	Female	Civil
95	4AI15CV010	Athmashree M.C.	Female	Civil
96	4AI15CV018	Chayalahari. A.L	Female	Civil
97	4AI15CV001	Abhishek Cs	Male	Civil
98	4AI15CV082	Sahitya C N	Female	Civil
99	4AI15CV008	Arpitha Iv Gowda	Female	Civil
100	4AI15CV102	Sony H L	Female	Civil
101	4AI15CV054	Navyashree S	Female	Civil
102	4AI15CV080	Sadiya Anwer	Female	Civil
103	4AI15CV049	Mohammed Ruman	Male	Civil
104	4AI15CV007	Anusha K R	Female	Civil
105	4AI15CV099	Sinchana Dc	Female	Civil
106	4AI15CV122	Vijay N. J	Male	Civil
107	4AI15CV002	Abhishek M C	Male	Civil
108	4AI15CV009	Arpitha.K.S	Female	Civil
109	4AI15CV090	Shagun.C.P	Female	Civil
110	4AI14CS073	Rizwan R	Male	CSE
111	4AI14CS116	Swathi H	Female	CSE
112	4AI15CS090	Sadiya Afreen	Female	CSE
113	4AI15CS022	B Madhushree	Female	CSE
114	4AI15CS012	Amitha.K.R	Female	CSE
115	4AI15CS087	Ranganath Sp	Male	CSE
116	4AI15CS049	Kavya K P	Female	CSE
117	4AI15CS015	Anu T.D	Female	CSE
118	4AI15CS059	Meghashree H.R.	Female	CSE
119	4AI15CS019	Arjun	Male	CSE
120	4AI15CS007	Akshatha S	Female	CSE
121	4AI15CS046	Jithesh	Male	CSE
122	4AI15CS083	Pyda Venkata Ram Mohan Ganesh	Male	CSE
123	4AI15CS095	Shashank Sp	Male	CSE
124	4AI16CS402	Arpitha L.U	Female	CSE
125	4AI16CS408	Bhavyashree S D	Female	CSE
126	4AI15CS091	Sahana S	Female	CSE
127	4AI14CS034	Kanchana.K.Ananda	Female	CSE
128	4AI16CS423	Sudarshan M S	Male	CSE
129	4AI15CS037	Harsha S H	Male	CSE
130	4AI16CS425	Vinay Kumar B S	Male	CSE
131	4AI15CS024	Bhoomika .S	Female	CSE
132	4AI15CS080	Preetham Cm	Male	CSE
133	4AI16CS424	Swathi K.S	Female	CSE
134	4AI16CS422	Sowmya M	Female	CSE
135	4AI15CS073	Pinakapani	Male	CSE
136	4AI16CS419	Ramy .H.M	Female	CSE
137	4AI16CS417	Priyanka D N	Female	CSE
138	4AI16CS412	Divya M P	Female	CSE



139	4AI16CS403	Arpitha M S	Female	CSE
140	4AI16CS413	Fathimabanu Z	Female	CSE
141	4AI15CS030	D.Kenchamma	Female	CSE
142	4AI15CS040	Harshitha D	Female	CSE
143	4AI16CS418	Rakesh D	Male	CSE
144	4AI16CS411	Chethan Bb	Male	CSE
145	4AI15CS016	Anusha B S	Female	CSE
146	4AI16CS414	Gowtham Ghatge R	Male	CSE
147	4AI15CS068	Nydhile K R	Female	CSE
148	4AI15CS076	Pooja. S	Female	CSE
149	4AI15CS072	Pavana S	Female	CSE
150	4AI15CS006	Aisiri K S	Female	CSE
151	4AI15CS052	Lakshmi B	Female	CSE
152	4AI15CS025	C V Raksha Navile	Female	CSE
153	4AI15CS008	Akshatha S.L	Female	CSE
154	4AI16CS421	Shreyas. N. N	Female	CSE
155	4AI15CS045	Iranna Madivalappa Badanikayi	Male	CSE
156	4AI16CS415	Mohammed Rafeeq K I	Male	CSE
157	4AI16CS410	Chaitra V	Female	CSE
158	4AI15CS085	Raghavendra Raj K N	Male	CSE
159	4AI15CS042	Impa D V	Female	CSE
160	4AI15CS069	Pallavi C H	Female	CSE
161	4AI15CS017	Anvitha Ig	Female	CSE
162	4AI15CS058	Manjunath N	Male	CSE
163	4AI15CS096	Shashank Shet C S	Male	CSE
164	4AI15CS123	Vineetha G	Female	CSE
165	4AI15CS023	Bharath R	Male	CSE
166	4AI15CS106	Sneha.M	Female	CSE
167	4AI15CS003	Aditya M Rayas	Male	CSE
168	4AI15CS032	Deeksha M D	Female	CSE
169	4AI16CS407	Bhargavi S	Female	CSE
170	4AI15CS092	Samreen Khanum	Female	CSE
171	4AI15CS097	Shilpashree B. E	Female	CSE
172	4AI15CS097	Shilpashree B. E	Female	CSE
173	4AI15CS084	Rachana C.L	Female	CSE
174	4AI15CS099	Shivathmi. K. A	Female	CSE
175	4AI15CS116	Swathi S.H	Female	CSE
176	4AI15CS079	Prathibha Reddy T P	Female	CSE
177	4AI15CS048	Kavya.K.L	Female	CSE
178	4AI15CS038	Harshini .B	Female	CSE
179	4AI16CS404	Arunkumar K	Male	CSE
180	4AI15CS108	Soundarya Kp	Female	CSE
181	4AI15CS075	Pooja.G.H	Female	CSE
182	4AI15CS062	Pavana Ns	Female	CSE
183	4AI16CS401	Aparna K R	Female	CSE
184	4AI15CS014	Ananya Bc	Female	CSE



185	4AI15CS100	Shreyas Sharma B H	Male	CSE
186	4AI15CS055	Lohith C L	Male	CSE
187	4AI15CS044	Inchara H D	Female	CSE
188	4AI15CS054	Lipika Cm	Female	CSE
189	4AI15CS001	Abhinitha S N	Female	CSE
190	4AI15CS122	Vibha A.S.	Female	CSE
191	4AI15CS071	Pavan N Bhat	Male	CSE
192	4AI15CS119	Thejaswini J S	Female	CSE
193	4AI15CS010	Akshay Kumar S	Male	CSE
194	4AI15CS043	Inchara Gp	Female	CSE
195	4AI15CS043	Inchara Gp	Female	CSE
196	4AI15CS120	Vaishnavi Suyog A R	Female	CSE
197	4AI15CS086	Rakshith Vasudev Naik	Male	CSE
198	4AI15CS082	Prerana Gour	Female	CSE
199	4AI15CS021	Ashika B N	Female	CSE
200	4AI15CS081	Prerana B R	Female	CSE
201	4AI15CS004	Aishwarya C.M	Female	CSE
202	4AI15CS124	Vishal M	Male	CSE
203	4AI15CS005	Aishwarya R	Female	CSE
204	4AI15CS093	Samrudhi Gk	Female	CSE
205	4AI15CS094	Sanjay V Koushik	Male	CSE
206	4AI15CS020	Arpitha D A	Female	CSE
207	4AI15CS115	Swathi S	Female	CSE
208	4AI15CS104	Sinchana Hn	Female	CSE
209	4AI15CS027	Chaithra K S	Female	CSE
210	4AI15CS107	Soumya S	Female	CSE
211	4AI15CS114	Sushma Ananda	Female	CSE
212	4AI15CS088	Rischika Naidu S J	Female	CSE
213	4AI15CS061	Munazza Sabah	Female	CSE
214	4AI15CS031	D Vasukipriya	Male	CSE
215	4AI15CS125	Vyshnavi Bp	Female	CSE
216	4AI15CS105	Sinchana S Acharya	Female	CSE
217	4AI15CS057	Manasa T K	Female	CSE
218	4AI15CS053	Lasya K A	Female	CSE
219	4AI15CS056	Madhu S M	Female	CSE
220	4AI15CS009	Akshay Anant Dongre	Male	CSE
221	4AI15CS034	Fathima Khan	Female	CSE
222	4AI15CS013	Amulya.H.O	Female	CSE
223	4AI15CS041	Ibbani K.R	Female	CSE
224	4AI15CS111	Sujatha K N	Female	CSE
225	4AI15CS098	Shirali Deepak	Female	CSE
226	4AI15CS047	K N Suneetha	Female	CSE
227	4AI15CS029	Chandana S	Female	CSE
228	4AI15CS066	Nidhi M S	Female	CSE
229	4AI15CS109	Spandana K M	Female	CSE
230	4AI15CS026	Chaithaly A S	Female	CSE





231	4AI15CS065	Nidhi Dixith H R	Female	CSE
232	4AI15CS089	Hemaya.S	Female	CSE
233	4AI16CS409	Bindu K B	Female	CSE
234	4AI16EC401	Akarsha Rh	Male	ECE
235	4AI15EC035	Harshitha S	Female	ECE
236	4AI15EC063	Monisha Mg	Female	ECE
237	4AI15EC059	Meghana. J	Female	ECE
238	4AI15EC031	Ganashree.B.U.	Female	ECE
239	4AI15EC126	Anusha C	Female	ECE
240	4AI16EC406	Darshan Aradhya H O	Male	ECE
241	4AI16EC412	Manojna D J	Female	ECE
242	4AI15EC060	Meghana K	Female	ECE
243	4AI16EC417	Pavan Ms	Male	ECE
244	4AI15EC005	Akshay B N	Male	ECE
245	4AI16EC409	Karthik Kb	Male	ECE
246	4AI16EC411	Mahalakshmi S R	Female	ECE
247	4AI15EC105	Sneha S	Female	ECE
248	4AI15EC053	Kumara M K	Male	ECE
249	4AI15EC077	Pradeepa D L	Male	ECE
250	4AI15EC054	Lavanya C.T	Female	ECE
251	4AI16EC420	Sanjeevani	Female	ECE
252	4AI15EC041	Janani Gm	Female	ECE
253	4AI15EC081	Pranam Cg	Male	ECE
254	4AI15EC061	Meghavarshini C P	Female	ECE
255	4AI15EC097	Shashank C.V	Male	ECE
256	4AI16EC404	Bhavani B M	Female	ECE
257	4AI15EC102	Shwetha.R.Hadimani	Female	ECE
258	4AI15EC112	Taiyaba Khanum	Female	ECE
259	4AI16EC405	Bindu A	Female	ECE
260	4AI15EC021	D.Sharmila	Female	ECE
261	4AI15EC027	Divyarani B A	Female	ECE
262	4AI15EC104	Siri H.L	Female	ECE
263	4AI16EC408	Karthik H R	Male	ECE
264	4AI15EC040	Jagadish	Male	ECE
265	4AI14EC041	Meghana Ms	Female	ECE
266	4AI16EC415	Nithin.M.P	Male	ECE
267	4AI15EC072	Nishmitha Bs	Female	ECE
268	4AI15EC116	Vaishnavi K R	Female	ECE
269	4AI15EC042	Jayanth M A	Male	ECE
270	4AI15EC029	Eswari Y K	Female	ECE
271	4AI16EC422	Shilpa. D	Female	ECE
272	4AI15EC078	Prajwal J	Male	ECE
273	4AI15EC030	Faizan Ahmed	Male	ECE
274	4AI15EC100	Shrinivasgoud C Huded	Male	ECE
275	4AI15EC079	Prakash Paliwal	Male	ECE
276	4AI15EC057	Manohara B	Male	ECE



277	4AI15EC010	Apoorva C M	Female	ECE
278	4AI15EC028	Divyashree.H.J	Female	ECE
279	4AI15EC085	Raghavendra L	Male	ECE
280	4AI15EC044	Juveria Abutalib Nadaf	Female	ECE
281	4AI15EC016	Bhavana A S	Female	ECE
282	4AI15EC022	Dattatray R K	Male	ECE
283	4AI16EC402	Anusha C N	Female	ECE
284	4AI15EC024	Deepika.L.K	Female	ECE
285	4AI15EC083	Rachana M M	Female	ECE
286	4AI15EC070	Nethra A S	Female	ECE
287	4AI15EC045	Jyothi N	Female	ECE
288	4AI15EC088	Rashmi . R	Female	ECE
289	4AI16EC425	Yashaswini V	Female	ECE
290	4AI15EC004	Akshatha G	Female	ECE
291	4AI15EC086	Rakesh S R	Male	ECE
292	4AI15EC121	Vijayadithya Jain	Male	ECE
293	4AI15EC122	Vinay M T	Male	ECE
294	4AI15EC064	Nagendra Prasad C.A	Male	ECE
295	4AI15EC012	Arpitha M	Female	ECE
296	4AI15EC058	Megha	Female	ECE
297	4AI15EC002	Akshata B	Female	ECE
298	4AI16EC418	Pooja M K	Female	ECE
299	4AI15EC003	Akshatha C	Female	ECE
300	4AI15EC082	Prathap Shetty Hd	Male	ECE
301	4AI15EC073	Pooja M Badiger	Female	ECE
302	4AI15EC009	Anusha V A	Female	ECE
303	4AI15EC046	Kanchana S K	Female	ECE
304	4AI15EC098	Shifa Tazeem	Female	ECE
305	4AI15EC033	Grantha Br	Female	ECE
306	4AI15EC055	Lokanatheshwara C	Male	ECE
307	4AI15EC069	Nayana B.Y	Female	ECE
308	4AI15EC113	Tejaswini K G	Female	ECE
309	4AI15EC062	Monica S G	Female	ECE
310	4AI15EC014	Bharath B K	Male	ECE
311	4AI15EC119	Varsha R Yattinahalli	Female	ECE
312	4AI15EC094	Shamili G	Female	ECE
313	4AI15EC071	Niharika H S	Female	ECE
314	4AI15EC034	Harshavardhan H	Male	ECE
315	4AI15EC080	Pramod.K.L.	Male	ECE
316	4AI15EC019	Chaithra	Female	ECE
317	4AI15EC065	Namana.K.G	Female	ECE
318	4AI15EC111	Swathi S	Female	ECE
319	4AI15EC084	Radha N S	Female	ECE
320	4AI15EC018	Bhoomika Hn	Female	ECE
321	4AI15EC048	Kavya A.N	Female	ECE
322	4AI15EC113	Spoorthy S Kumar	Female	ECE



323	4AI15EC038	Humera Banu	Female	ECE
324	4AI15EC039	Indresh K	Male	ECE
325	4AI15EC106	Spoorthi N M	Female	ECE
326	4AI15EC074	Pooja S Poduval	Female	ECE
327	4AI15EC114	Thayaba Nausheen A	Female	ECE
328	4AI15EC008	Anupama Mutthi K R	Female	ECE
329	4AI15EC103	Sindhu Shree H B	Female	ECE
330	4AI15EC101	Shwetha R	Female	ECE
331	4AI15EC052	Kruthi S.	Female	ECE
332	4AI15EC109	Supritha Km	Female	ECE
333	4AI15EC117	Vaishnavi R	Female	ECE
334	4AI15EC020	Chinmayi N.S	Female	ECE
335	4AI15EC124	Vinay N S	Male	ECE
336	4AI15EC036	Harshitha S Nand	Female	ECE
337	4AI15EC025	Dhanushree. H. G	Female	ECE
338	4AI15EC091	Navyashree S	Female	ECE
339	4AI15EC037	Honnushree Yck	Female	ECE
340	4AI15EC043	Jeevitha S K	Female	ECE
341	4AI15EC032	Ganesh Hg	Male	ECE
342	4AI15EC047	Kavana Hm	Female	ECE
343	4AI15EC108	Supreetha .B.J	Female	ECE
344	4AI15EC118	Varsha M	Female	ECE
345	4AI15EC093	Sambhrama B R	Female	ECE
346	4AI15EC068	Navya B	Female	ECE
347	4AI15EE031	Pooja.P	Female	EEE
348	4AI16EE410	Nisha G R	Female	EEE
349	4AI15EE029	Praveen P Danappagoudar	Male	EEE
350	4AI15EE020	Jayasheela.V.	Female	EEE
351	4AI15EE015	Gagana N M	Female	EEE
352	4AI15EE027	Niveditha	Female	EEE
353	4AI15EE048	Supriya J	Female	EEE
354	4AI15EE006	Archana S R	Female	EEE
355	4AI15EE042	Shubham Kumar Mishra	Male	EEE
356	4AI15EE009	Ashwath Y R	Male	EEE
357	4AI16EE407	Keerthi M M	Female	EEE
358	4AI15EE022	Kavya K	Female	EEE
359	4AI15EE018	H.R Shambhavi	Female	EEE
360	4AI15EE016	Ganesh H	Male	EEE
361	4AI15EE007	Arpitha S J	Female	EEE
362	4AI15EE054	Vinodkumar G Shet	Male	EEE
363	4AI15EE005	Archana S J	Female	EEE
364	4AI15EE055	Yashaswini R	Female	EEE
365	4AI16EE400	Akshath B.G	Male	EEE
366	4AI16EE413	Rajith Up	Male	EEE
367	4AI16EE409	Manasa D C	Female	EEE
368	4AI16EE403	Divin Dj	Male	EEE



369	4AI15EE031	Pooja P	Female	EEE
370	4AI15EE045	Spoorthi Sh	Female	EEE
371	4AI16EC404	Jayamala Mv	Female	EEE
372	4AI15EE029	Pavan U	Male	EEE
373	4AI16EE402	Bhavya C D	Female	EEE
374	4AI15EE011	Bushra Abutalib Nadaf	Female	EEE
375	4AI15EE028	Pavan Kumar K M	Male	EEE
376	4AI15EE002	Anil V R	Male	EEE
377	4AI15EE040	Saniya Sultana	Female	EEE
378	4AI16EE416	Sumanth Hg	Male	EEE
379	4AI15EE014	Divya Gb	Female	EEE
380	4AI15EE017	Goutham Gp	Male	EEE
381	4AI16EE401	Anjaneya.Bh	Male	EEE
382	4AI15EE051	Varsha C U	Female	EEE
383	4AI15EE013	Deepthi	Female	EEE
384	4AI15EE039	Sahana Bk	Female	EEE
385	4AI15EE034	Prashantha Hn	Male	EEE
386	4AI15EE025	Mayur H K	Male	EEE
387	4AI15EE010	Bhoomika Hm	Female	EEE
388	4AI15EE012	Deepika S B	Female	EEE
389	4AI15EE023	Kavya T	Female	EEE
390	4AI15EE056	Zeeshan Fathima	Female	EEE
391	4AI15EE052	Varun Sb	Male	EEE
392	4AI15EE043	Sonika Raj.N	Female	EEE
393	4AI15EE008	Arpitha S P	Female	EEE
394	4AI15EE004	Apoorva R Krishna	Female	EEE
395	4AI15EE021	Kavya D M	Female	EEE
396	4AO15IS004	Anupama S Kudupali	Female	ISE
397	4AI15IS019	Hemashree Gm	Female	ISE
398	4AI15IS002	Aishwarya Ke	Female	ISE
399	4AI15IS055	Supritha. B. G	Female	ISE
400	4AI15IS063	Vidyashree N P	Female	ISE
401	4AI15IS013	Bindu.K	Female	ISE
402	4AI15IS008	Ashwitha Shetty S	Female	ISE
403	4AI15IS011	Azmi Kousar	Female	ISE
404	4AI15IS009	Atheesh N V	Male	ISE
405	4AI15IS053	Sumanth Hs	Male	ISE
406	4AI15IS026	Lubna Kouser	Female	ISE
407	4AI15IS038	Reshma B M	Female	ISE
408	4AI15IS012	Bhoomika Kc	Female	ISE
409	4AI15IS032	Poojitha C	Female	ISE
410	4AI15IS023	Kavya B. Y.	Female	ISE
411	4AI15IS058	Swathi Sa	Female	ISE
412	4AI15IS056	Swathi. M	Female	ISE
413	4AI15IS021	Inchara B	Female	ISE
414	4AI15IS041	Sampada. A. N	Female	ISE





415	4AI15IS017	Gagana G K	Female	ISE
416	4AI15IS015	Chinthan N Murthy	Male	ISE
417	4AI15IS059	Usha A P	Female	ISE
418	4AI15IS048	Shreya.J.N	Female	ISE
419	4AI15IS029	Neha.Mohithe	Female	ISE
420	4AI15IS042	Sannidhi C L	Female	ISE
421	4AI15IS051	Spoorthi K P	Female	ISE
422	4AI15IS061	Vasavi Sunanda G	Female	ISE
423	4AI15IS047	Sheethal S.K	Female	ISE
424	4AI15IS020	Huda Rahman	Female	ISE
425	4AI15IS007	Ashritha H.D	Female	ISE
426	4AI15IS057	Swathi.M.Huttada	Female	ISE
427	4AI15IS030	Palika M S	Female	ISE
428	4AI15IS031	Pooja M	Female	ISE
429	4AI15IS001	Afreen Almas	Female	ISE
430	4AI15IS016	Deepika. S	Female	ISE
431	4AI15IS036	Ranjana Bi	Female	ISE
432	4AI15IS022	Indrani N M	Female	ISE
433	4AI15IS025	Lloyd D'Souza	Male	ISE
434	4AI15IS049	Shruthi Y M	Female	ISE
435	4AI15IS018	Gnaneshwari N B	Female	ISE
436	4AI15IS027	Manasa C G	Female	ISE
437	4AI15IS033	Priya L C	Female	ISE
438	4AI15IS028	Nandini.M.S	Female	ISE
439	4AI15IS035	Rajini C P	Female	ISE
440	4AI15IS052	Spoorthi.M.S	Female	ISE
441	4AI15IS010	Ayushi Jain	Female	ISE
442	4AI15IS060	Vaibhavi B U	Female	ISE
443	4AI15IS005	Apoorva S	Female	ISE
444	4AI15IS006	Arthi	Female	ISE
445	4AI15IS043	Saria Anam	Female	ISE
446	4AI15IS024	Likitha.A.N	Female	ISE
447	4AI15ME027	Harshith K S	Male	Mech
448	4AI15ME035	Karthik C N	Male	Mech
449	4AI15ME074	Sachin J	Male	Mech
450	4AI15ME016	Basana Gowda	Male	Mech
451	4AI15ME015	B.C Swagath	Male	Mech
452	4AI16ME429	Sushmitha V A	Female	Mech
453	4AI15ME075	Sachin M K	Male	Mech
454	4AI16ME413	Karthik C D	Male	Mech
455	4AI15ME041	Mahantesh Bheemaraya Poojari	Male	Mech
456	4AI15ME017	Basavarajappa N	Male	Mech
457	4AI15ME061	Prasanna Hiremath	Male	Mech
458	4AI15ME031	Veeresh Kr	Male	Mech
459	4AI15ME026	Glenn Correa	Male	Mech
460	4AI15ME108	Yuvaraj S M	Male	Mech



461	4AI15ME034	Karthik N R	Male	Mech
462	4AI15ME072	Rohithgowda S V	Male	Mech

  
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Reporton

 -2018

Gateway to the New Beginning  
Short Term (Aptitude, Soft Skills and Verbal)  
Life Skills Enhancement Training Program



At

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

Incollaborationwith

**Dept.ofTrainingandPlacements**  
**SaiVidyaInstitute ofTechnology**

**SubmittedBy**

**ZESTECH**  
INNOVATION, GROWTH & VALUES

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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.

## PREFACE

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-2018 Training Report provides a framework for understanding necessary elements that happened during the period of **10 days** in a way that emphasizes the uniqueness of each improvement area & improved area within the institution for the students. Successful student enhancement in developing the needed skills starts with strong relationships. This report emphasizes the necessary skills in building and maintaining professional growth during the course of studies. It is fundamental to achieve what is required. This exhaustive report gives a complete idea of where the students of SVIT 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. Until they get this experience, it is up to the expert trainer to provide them with the conceptual foundation and introduce them to the skills necessary for understanding and implementing the same in their professional career. This report will help in understanding these training challenges.

The report is prepared keeping the main goals in mind

❖ **Accuracy:** This report is the result of three months of facilitating, researching, training, group communication, student interaction, HR managers' interaction and 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.

❖ **Simulation of the Student experience:** To describe and explain students' skill development, this report uses realistic examples to help the reader get inside what the process is really like. The evaluation report establishes the need for rigorous student seriousness. Student feedback report about trainers gives a detailed view of how the trainers performed which was tracked session wise. The initiative taken by ZESTBCH emphasizes the love for student development.

❖ **A structured approach:** JANUS'18 – report defines student skill achievement in terms of five key elements that can be used to evaluate placement effectiveness.

1. Class size
2. Interdependence of classmates
3. Student identity based on attendance and evaluation,
4. Institution goals, and
5. Training Goals and Structure

This framework allows students to place new information and skills development into a larger context. In this report, we will discover the unique dynamics of Training process and execution, the essential skills that lead to success, and the roles, tasks, and processes that pave the way for effective cooperative work. By examining students from each of these viewpoints, we come to understand the dynamic capacity of each class and learn to treat each class as a unique learning opportunity. To become competent in the process, as this report emphasizes, students must learn to identify each class situation as unique, assess what skills are needed, and effectively apply the appropriate skills and procedures. In essence, the goal of this report is to provide a toolbox from which AIT candidates can draw in any group situation—whether planning a function with a Professional club on campus or participating in a task-oriented group project in an academic context.



This report contains a number of features to enhance student learning:

- ❖ **Putting the Pieces Together boxes:** The five core elements identified previously in defining a class are used as a structure for evaluating group effectiveness.
- ❖ **Skills grounded in a solid research base:** The best advice for student skills enhancement is drawn from industry research and theory, which has identified the most effective processes and results for group interaction.

Thus the skills presented and suggested in the report are research based.

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.

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## 1. INTRODUCTION

Training forms an integral part of the overall personal and professional development of 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 produce a program which allows students to learn and capitalize their competencies.

As a matter of fact, the skill sets are going to be crucial for professionals working in a gamut of fields. These courses come in handy in honing up personal effectiveness as well as the innate leadership skills. These skills are more than a mere corporate setup. One of the most interesting facts of training is that it definitely makes your kin-aesthetic senses coupled with positive atoms. You get more confident in each dealing that you make in your particular field of work. You start making the waves and people start noticing the change in your persona.

The advantage that you gain out of this valuable training facility is that you start getting recognition of being an indispensable asset for the organization you are working for. Industry experts do give vent to the opinion that this type of training package does perk up the value in the market.

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 potential.

JANUS, an intense, well-researched, short-term training signature program by ZESTECH for engineering students to enhance their skills towards placement requirements for the current industry standards. JANUS, eventually brings a sea change and enhancement in student behavior and adjustments which ultimately caters to the need of man power demand in the market. Characteristics of JANUS content and delivery method are used to predict the efficacy and measure of industry requirement mapping with students' externalizing behavior. After controlling for differences attributable to research design, JANUS program components consistently associated with larger effect included increasing positive Trainer-Student interaction and communication skills, coaching students to use time and the importance of placement consistency, and acquiring students to practice new skills with their friends during JANUS training sessions. Program components consistently associated with additional services which helps students to promote cognitive, academic, or social skills; and providing other, additional services which helps candidates to come out as employable commands. The results have implications for selection and strengthening of existing Placement Trend.

JANUS, is one of the signature programs by ZESTECH which matches with NASSCOM's current industry training curriculum which makes this program a one-stop solution for students joining Engineering in many fields of the choice. Training is conducted for the MBAS students. As it follows a hierarchical, multi-level training methodology, JANUS re-mediate industry Campus gaps successfully. Abstract Attention Process in the Program improves student coordination in a complex task and also develops developer-student interaction.

The evaluation process helps ZESTECH to identify its outcome in a timely fashion. This helps the campus to tangibly visualize 'Need Vs Reality' and constantly improving training delivery methods to have the ratio to '1'. The assessments will also help in detecting changes that must be made to improve course design, content which dynamically improves the contribution to the overall effectiveness of JANUS. Assessments happen only daily basis and for every session. Assessments along with student attendance will keep the institution on toes to understand the level of their students which also identifies the students to receive JANUS Certificate which validates the outcome. As, the pre-assessment happens before the commencement of the program, the three other evaluations will

Give us a clear picture of where the student's position is after the training. Outcome based Training Model plays a vital role in giving the change that is needed.

Technology, favors JANUS a lot in having videos online for the sessions that students have learned. Videos and trainer interaction online, help the candidate get in touch with experts constantly even after the training classes are over. Online evaluations will help in understanding students' responsibility factor which will in turn help students to get in touch with the trainers for doubts and clarifications. A powerful research team constantly working on industry requirements, helps to set the training and evaluations in a very vivid manner and constant check on Quality ensures the gaps are bridged.

During the process, star performers are identified extensively. These star performers are the ones who have performed excellently well in the sessions. These candidates' parents are contacted over the phone and giving them the good news about their wards. This, indeed, improved students' motivation and was visually seen that the students started participating and performing exemplarily well in the training sessions.

All said and done, JANUS is a process to experience reality and management student must savor it.

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## 2. TRAINERS' PROFILE

ZESTECH has set in place an organizational structure that provides clear lines of control, responsibility and communication. In a business as diverse as ZESTECH, there are many different jobs, its structure is concrete, so to help individuals within the business understand their responsibilities, ZESTECH has a set of Business Principles that demonstrate its commitment to operating ethically and responsibly. This helps every contributor understand where his or her role contributes to overall performance and enables the whole workforce to work together to achieve the business' aims and objectives.

This structure gives contributors clear guidelines for how to proceed, how to take actions, how to accomplish any task. This majorly resolves disagreements among the departments. It not only resolves conflicts, ZESTECH's structure binds the contributors together in any mission that is undertaken. It eventually gives meaning to any contribution joining ZESTECH as well as to ZESTECH itself.

While the need for structure is clear, the best structure for a particular coalition is harder to determine. ZESTECH designed this best structure by keeping in mind who its contributors are. What the setting is and how far the organization has come in its development. ZESTECH lives with values and the main value comes from the strong contributors in key departments.

High-performing knowledge contributors of ZESTECH tend to be self-motivated by intrinsic factors, adding to the opportunity to ZESTECH directly motivate them. Moreover, the complex and exhaustive nature of their work and output limits the ability to directly measure productivity. Simply keeping knowledge contributors "satisfied" won't suffice. In order to retain a high level of engagement, ZESTECH came up with an explicit strategy and cannot rely upon historical sources of motivation. Traditional sources of motivation like pay, work conditions, and benefits are simply not enough. This was clearly understood in the very beginning of his structure.

ZESTECH is organized by its functions. And these functions are called departments, which play a major role in the reality of what has been achieved all these years. A combination of all the departments of ZESTECH becomes a well-honed team of professionals with constant rigor of achievement and purpose. These departments are collectively responsible for the organizational growth.

**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. The ACE department which develops content by consulting the experts. Content research is made as a way to support training functionalists. The L&D team of experts is more important to work on identifying skills based gaps and develop training assignments accordingly. Expert rating on training happens in a timely fashion. This helps the Trainers in ZESTECH not to compromise on mediocrity. Highly acclaimed training programs were made in the L&D Lab which helps in making a gap free manpower. The L&D team members need to deliver one time project at times or work on a project on an ongoing basis, either which ways the team is so dynamic that the task can be completed much less time.

Learning and Development department of ZESTECH came up with the following four strategies that enable 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 environment and man-made barriers to training effectiveness and the rationale behind performance gaps. Fulfill the non-training gaps through thorough Analysis.

**Select the right blend of delivery options:** The training experts of ZESTCH, 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

**Consider internal versus external options:** External consultants or custom-built materials may be more cost-effective in the long run if employed early on in the training process that we have. Their expertise and insight can close a performance gap quicker than an internal or off-the-shelf training solution.

**Mr. Shankar Devagupatapu – Practitioner – Soft skills**

Over 15 years of experience in coaching participants on Life Skills for individual development requirements right from college days, stepping to the level of designing modules on behavioral aspects of personal and professional life, while he gave his best for the BPO industry.

Especially skilled in training participants according to clients' expectations, at times par excellence too. Conversion rate of 95% recorded in many "organizational enhancement training programme. Excellent ability to improve campus to corporate rates.

**Mr. Rohith Bhushan – Practitioner – Aptitude**

A real movie enthusiast and likes to play with numbers during his free time and professionally aims to implement innovative methods of training that aid the trainees to have a brighter career in their respective fields. Motivates and springs in ideas in young minds w.r.t real time analysis, analytical and reasoning skills. Trained over 5000+ students in various major institutes across south India, he developed his passion in Aptitude about a year now and constantly derives tricks to break complex problems into simple form in order to deliver it to the students. He constantly upgrades his knowledge by grasping new trends in the field of Quantitative ability.

**Mr. Vadiraj – Practitioner – Verbal**

The trainer and coach with an ardent zest for enabling individuals to become skilled in soft skills and language competencies. She has envisioned, initiated and managed Morning Star Creation trust - a charitable trust aimed at empowering individuals through self-employment.

Provided assessments to trainees to identify their personality type and to apply it in career building. Assessed, evaluated and gave corrective advice on presentation skills, group discussion and Interview skills to graduates, post graduates (both engineering and non-engineering). Trained graduates on Basic Corporate culture. Programs included Personal Brand Image, Grooming, Etiquette, and Ethics at work place, Giving & Receiving Feedback, Stress management, Time management, Chain of command, Habits and Pro-action, Thoughts, Behaviour and Feelings. Delivered Communicative English and Business skill training to undergraduate and post-graduate students and created training material and assessment forms.

### 3. 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 circumstances must be vivid and useful for the current trend, which can serve circumstances 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 standard so recruitment. This model of preparing the module makes the independent data form into a concrete structure for training delivery.

Interface of industry trend and module structure is made simple by intensive research by the ZESTECH team of experts who function using a scientific structure and mechanism towards understanding the needs. Everywhere, system is simple to manipulate. However if the pattern of hiring and industry and global industry requirements changes, the Indian market gets into the mode of updation. And this is always visible in the module structure every year. Nowhere in the history of ZESTECH is the same content available for training delivery as well. Constant updation and learning towards the need makes the structure of learning more profitable and helpful.

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. All the more, these are the changes and challenges which keeps ZESTECH growing strong. ZESTECH's system of training module design is always Compatible, Expansible and flexible to meet the development of the training module and training itself.

#### 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 to visit the corporate sectors, made the task exciting and understood that the 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 updation 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. It is a combination of corporate interaction and ZESTECH's team of experts' module design. The content design will not be visible to the untrained observer, however they always give a powerful outcome to the present and affect all dimensions of our skilled workforce.

## 3.1 MODULES COVERED FOR MBAS STUDENTS OF AIT

<i>Day</i>	<i>Quantitative and Reasoning Aptitude</i>	<i>Verbal and Logical Aptitude</i>
1	Number Theory I (Vedic Math)	Parts of Speech
2	Number Theory II	Subject Verb Agreement
3	Averages, Alligations & Mixtures	Jumbled Paragraphs-I
4	Percentage, Profit & Loss	Jumbled Paragraphs-II
5	Ratio, Proportion & Partnership	Vocabulary & Analogies
6	Time & Work	Error Spotting-I
7	Time, Speed & Distance	Error Spotting-II
8	Permutations	Reading Comprehension-I
9	Combinations	Reading Comprehension-II
10	Probability	Parts of Speech
11	Set Theory & Syllogisms	Subject Verb Agreement
12	Data Interpretation	Jumbled Paragraphs-I

<i>Day</i>	<i>Soft skills</i>
1	Resume Building
2	Extempore Speaking-I
3	Extempore Speaking-II
4	Group Discussion- I
5	Group Discussion- II
6	Personal Interview

# Quantitative Aptitude-Syllabus

## 3.2 MODULE DESCRIPTION

Module Name	Number Theory-Vedic Maths
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 basis 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> 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 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

Module Name	Alligations and Mixtures
Domain	Quantitative Aptitude
Module Description	The module deals with concepts from <b>Mixtures &amp; Alligations</b> . The basic 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 tricky 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

Module Name	Ratio, Proportion and Partnership
Domain	Quantitative Aptitude
Module Description	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 to <b>improve aptitude</b> to the students.
Module Objective	Helping students to <b>develop comparison and analysis</b> of various ratios. It also reinforces the mean analysis of the difference between mixed quantities and individual quantities. This module will support the aptitude in associating the quantities with their values.
Module Outcome	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>analyse 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 defines 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-versa. 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 skillfully 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 skillfully 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		

<b>Module Name</b>	Set Theory and Syllogisms	<b>Domain</b>	Reasoning Aptitude
<b>Module Description</b>	The module explains the concepts on <b>Set Theory</b> using the basic notations of these. 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 student to present, analyse and understand the data in the easier way.		
<b>Module Objective</b>	The student should understand the basic notations and represent the data.		

<b>Module Name</b>	Probability	<b>Domain</b>	Quantitative Aptitude
<b>Module Description</b>	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.		
<b>Module Objective</b>	They should be able to solve problems by demonstrating their logical analysis of Probability.		
<b>Module Outcome</b>	Students will skillfully 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>	Permutations and Combinations	<b>Domain</b>	Quantitative Aptitude
<b>Module Description</b>	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.		
<b>Module Objective</b>	They should be able to solve problems by demonstrating their logical analysis of Permutation and Combinations logic.		
<b>Module Outcome</b>	Students will skillfully 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, Speed and Distance	<b>Domain</b>	Quantitative Aptitude
<b>Module Description</b>	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.		
<b>Module Objective</b>	The student 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 deductive 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		

<b>ModuleOutcome</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 deductive skills along with analytical skills by referring to conditions.
<b>Referencebooks</b>	"Logical Reasoning" by R.S. Aggarwal. "Logical Reasoning for CAT" by Arun Sharma
<b>No of Hours</b>	2 hours

## Verbal Aptitude-Syllabus

<b>Module names</b>	<b>Part of Speech, Tenses, Subject-Verb Agreement I and II</b>	<b>Domain</b>	<b>Verbal Aptitude</b>
<b>Module Description</b>	The module explains the concepts on <b>Parts of Speech and Tenses</b> which is a conglomeration of two fundamental modules. Interpretation of Pronouns is vital to students to learn the tactful art of replacing a <b>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 accurately 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.		
<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>high 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>	<b>Jumbled Paragraphs</b>	<b>Domain</b>	<b>Verbal Aptitude</b>
<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>skillful 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 students to learn among students to make students absolutely fair in the knowledge and application of grammar and its usage		
Module Outcome	Student will not only learn to understand concepts accurately but also the correct application of them. This will positively display correct English 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 in the given text 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 has a method of writing the passages.		
Module Objective	Encourage writing skills and enhance 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 relationship 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 concept 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 of syllogism such as Statements & arguments, statements & assumptions.		
Module Objective	To improve critical and logical thinking to reach to the answer. The conclusions, arguments, assumptions are drawn from conflicting statements, soon need 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 deriving related conclusions.		
Reference books	"English Grammar in Use" by Murphy. "Grammar for IELTS" by Hopkins		
No of Hours	2 hours		

## Soft Skills-Syllabus

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

Module name	Extempore	Domain	Soft Skills
Module Description	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 are 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.		
Module Objective	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.		
Module Outcome	Students will be able to notice the improvements that they have showcased than compared to their previous presentations.		
No of Hours	2		

Module name	Power Presentation I and II	Domain	Soft Skills
Module Description	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 impact on the audience with regard to the topic that is to be presented.		
Module Objective	Learn <b>effective speaking skills</b> .		

**Personal Interview:** Throughout the module, interview handling techniques and gives a total idea of frequently asked questions. Methods to analyze and answer is the key feature about this module. Gain **Clarity on the various types** of interviews conducted and learn about the readiness for such an interview. Understand the strategies and techniques involved in a successful interview.

<b>Module Name</b>	Group Discussion	
<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 each student a change in their students' mentality of approaching job interviews.	
<b>Module Objective</b>	Learn effective 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>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

## 3.3MODULECOMPLETIONREPORT

AIT-JANUSModulesCompletiondata

## QuantitativeandReasoningAptitude

## VerbalAptitude

<i>Modules</i>	<i>Status</i>
NumberTheoryI	Yes
NumberTheoryII	Yes
Averages,Alligations&Mixtures	Yes
Percentage,Profit&Loss	Yes
Ratio,Proportion&Partnership	Yes
Time&Work	Yes
Time,Speed&Distance	Yes
Permutations	Yes
Combinations	Yes
Probability	Yes
SetTheory&Syllogisms	Yes
LogicalReasoning	Yes

<i>VerbalAptitude</i>	<i>Status</i>
PartsofSpeech	Yes
Tenses-I	Yes
Tenses-II	Yes
SubjectVerbAgreement-I	Yes
SubjectVerbAgreement-II	Yes
JumbledParagraph	Yes
ErrorSpotting	Yes
ReadingComprehension-I	Yes
ReadingComprehension-II	Yes
LogicalReasoning&VerbalAbility	Yes
Vocabulary&Analogies	Yes
PassageWritingorEssayWriting	Yes

<i>Soft skills</i>	<i>Status</i>
ResumeBuilding	Yes
ExtemporeSpeaking-I	Yes
ExtemporeSpeaking-II	Yes
GroupDiscussion- I	Yes
GroupDiscussion- II	Yes
PersonalInterview	Yes

#### 4. ATTENDANCE ANALYSIS

AIT, associated with Zestech for JANUS'18 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 consistent attendance in the classes.

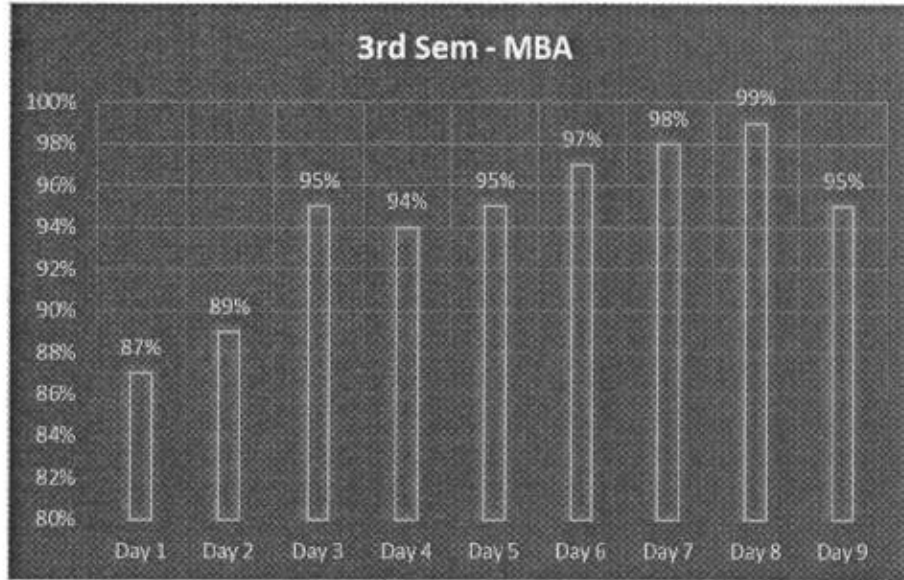
Each module gets a dedicated time of about 120-130 minutes in AIT during JANUS'21 depending on the doubt and the assessments time. These modules are curated after a lot of discussion and research into their curriculum process. And the need to repeat modules (Aptitude and Verbal) in class is felt when we have not been able to reach all 60 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.

Apart from this, soft skills modules boost the confidence of students and help them participate better in aptitude and verbal classes. They will interact without hesitation. So, all modules are equally important and are designed to develop overall personality of the students along with learning.

JANUS'18 has been introduced to provide a foundation for the corporate world where all the basics are taught in a step-wise manner and the students are given time to understand concepts thoroughly. So, where attendance is a factor, it affects the fundamentals and the students might find it difficult to adapt to corporate life. 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 achieve student enhancement.



4.1 AIT-OVERALLATTENDANCEANALYSIS-DAY-WISE-3<sup>rd</sup> SEM MBA



## 5. EVALUATIONS-STUDENT PERFORMANCE TRACKING

Evaluations forma prime partin 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 correction measures are to be taken to alter the course right on target. Nevertheless, the module structure, design and delivery is not a flaw. But the growth with measurement becomes an inevitable part in the JANUS process.

Measurement and evaluation of learning had its reflection 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 in our learning here. ZESTECH however can't miss on a constant seeking help from the Training & Placement Department of AIT to get it clear and once the gap is identified. The results and student development starts to become an imperative part of AIT.

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.

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## 5.1 SESSION WISE – EVALUATIONS – SNAPSHOT

PRE-ASSESSMENTS	POST - ASSESSMENTS	AVERAGE out of 25
8	15	11.5
17	18	17.5
8	17	12.5
8	18	13
15	13	14
11	18	14.5
15	18	16.5
12	17	14.5
14	18	16
10	20	15
15	20	17.5
11	18	14.5
6	7	6.5
13	12	12.5
11	11	11
16	18	17
12	18	15
16	17	16.5
12	11	11.5
6	11	8.5
10	18	14
9	14	11.5
7	15	11
7	14	10.5
16	20	18

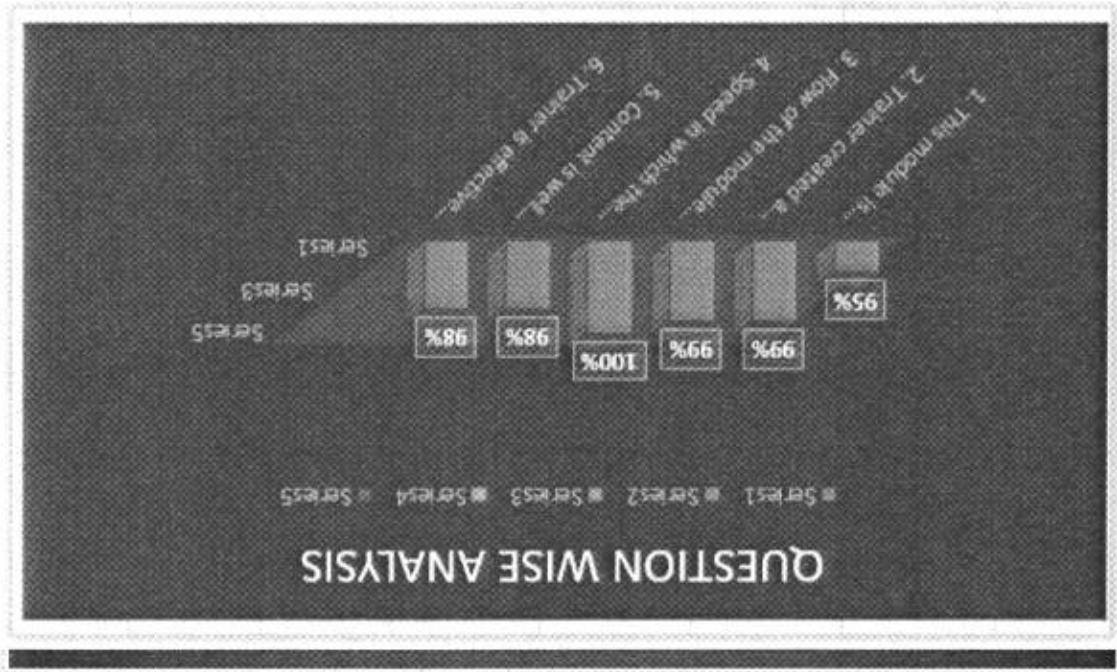


Chart: C<sub>6</sub>.

Chart: C<sub>6</sub>.

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 concept still usage of the same in the career.

### 1. FEEDBACK ANALYSIS

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 never the less improved by upgrading the modules for the training program. This confirms the realization only with the help of student feedback about the trainer and their views towards the module and the program.

*"Feedback is the breakfast of champions"*

### 6. JANUS'18-TRAINER FEEDBACK ANALYSIS

Chart:C<sub>6.3</sub>

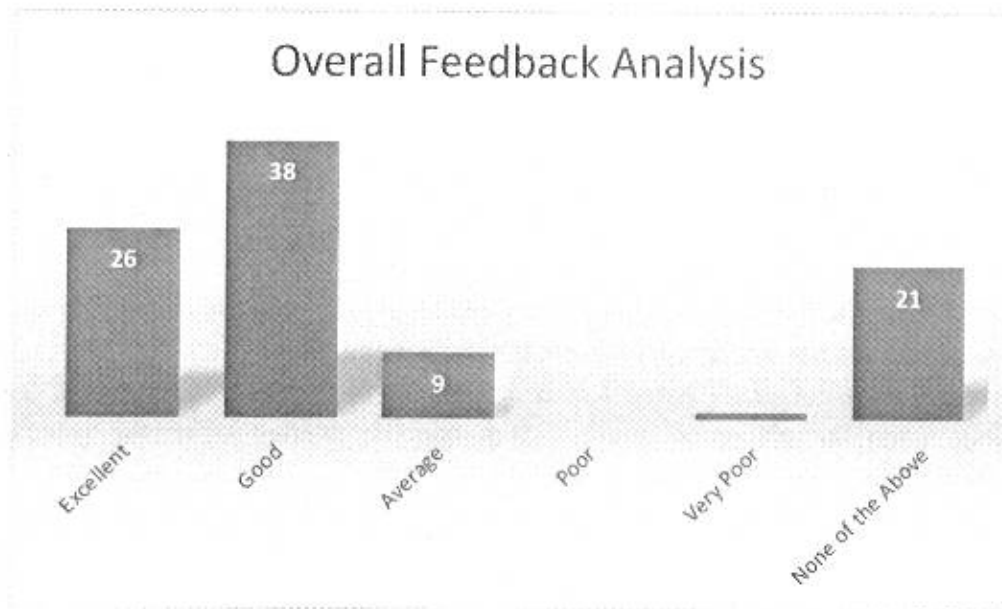


Chart:C<sub>6.4</sub>

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## 7. DIFFICULTIES FACED BY STUDENTS

- Students felt more sessions of aptitude would help them to understand the concepts and to solve more questions.
- Students found it challenging to take the session wise assessment every Quantitative and Verbal Aptitude Sessions.
- The classroom seating arrangements were of some challenge in setting up group exercises for learning
- More practice evaluation is a challenge for the students to get to competitive mode, ZLearn will help the students to come out of that challenge having many assessment online.
- The awareness of computer based test is nil among the students and gives a lot of difficulty when they reach the placement process, this again is averted when the students start using ZLearn effectively.
- A comprehensive doubt clearing sessions could have helped the students give more clarity and seriousness about their career, this did not happen as the students had certain cultural programs during the weekend and also the fact that they have to leave for their college bus.

## 8. ISSUES FACED BY TRAINERS

### 9. ZESTECH INITIATIVES

- Strategy to bring students to realign is not taken to enhance student placement record
- A. ZLearn: The E-learning tool by ZESTECH makes the process of conducting tests hassle free and provide students with instant results. During JANUS students utilized our tool to practice Q & A's for various placement drives/mock drives, and also made use of this tool during Practise test and Mock Tests. This also creates multiple platform for the students to learn effectively.

**B. Social Media Interaction:** We at ZESTECH wanted to share information regarding latest tech trends and various information with respect to companies, so we decided to share this info in our official ZESTECH Facebook page so that the reach is very high, we also conducted few contests to keep students active and make use of social network in a productive way.

C.

**Parent Calling:** An amazing initiative to bring across a change in student mind set. The star performers are identified in every session. The details are prepared and the respective parents are called in for the same. This has evolved to a performance increase during the JANUS sessions.

**D. R&I Report:** The ZR&I has come up with a comprehensive report which throws light on campus challenges in making the students industry ready. The report is so intense that it clearly shows the shortcomings from the students, campus as well as general behavioral issues both the sides. It is a

Constructive report which will enhance the campuses to formulate strategies towards student enhancement.

**E. Centre of Excellence (COE):** A one stop solution for the students is set up across campuses for the students' skill enhancement to match the industry requirements. It is a centrifugal body where the students' need, interests and coaching happens simultaneously thereby bringing Indian education system to an outcome based structure.

**F. ZESTECH School of Learning (ZSOL):** ZESTECH School of learning helps an individual to be industry ready for employment in any field. It also helps individuals to be an ace trainer/coach in the respective field and thereby getting employed in ZSol. The candidates have two choices, either to become a Perfect Personnel and become a trainer with ZSol or to become a Reliable Recruit and choose his/her own employment in the field and organization of choice.

The impact this whole process has on the students is quite huge. The students are more confident and assured. The trainers also have told us that the students also open up and start being interactive in the class and don't hesitate to ask questions. This kind of encouragement a long way in boosting the confidence of the students and help them participate better in the sessions.

### Impact on Students

We at ZESTECH want every student recognized and appreciated for the effort they put and want the students to be determined to achieve more. The top performers selected are handed over 'I am professional' badges in the class with a round of applause from all the students. The students are also asked to wear the badge to all the classes henceforth so that they are constantly reminded of what they are capable of and are motivated to stay on the same track.

### I am Professional Badges

The parents feel that they are a part of the child's college life and grow with them when they are informed about their progress. Since, placement training classes are being conducted so as to help the students improve their technical skills along with their overall personality to build a successful career; the parents are assured regarding their child's progress and future when we call them.

There is a very good chance that the students will try extra hard to do better when they know that they are being recognized. Also, along with recognition in a class of 60, when their parents are called and informed about their progress, they are also being acknowledged about it at home. There is always a sense of pride when your parents are appreciating you for your good work. This way the students stay motivated and their interest level never diminishes.

### What Happens?

Two students are selected as the top performers of the class in every class conducted in all the campuses. Their details i.e. name, semester, branch and their parent's number is noted down and maintained in a dedicated document. The trainer or a representative from ZESTECH calls the parent and acknowledges their kid's response and involvement in the class. The parents are told to contact the HR department of the college in case of queries in future.

### How is it Done?

It is always important to encourage students to do better and work harder so that they excel in whatever they are doing and are motivated to keep doing well. We feel appreciating students is the best way to encourage them. This was one of the many reasons parental calling was introduced in the year 2016.

### Why is Parental Calling Initiated?

## 10. PARENT INTERACTION-ADYNAMIC INITIATIVE



### Positives of the Process

At the end of JANUS, we will have a list of all students who have been selected as the top performers from each class. So, this becomes our database to judge the students who have performed well, who have constantly shown improvement and have in some way benefited from the program.

It is also a huge help for us to have a rough picture as to how the batch will perform in the placement activities in college.

## 11. ACTION PLAN FOR UPCOMING JANUS

- ✓ Seriousness towards assessment and to ensure more assessments happen the upcoming program
- ✓ Disciplinary actions would be taken when the students don't follow the code of conduct laid by Training & Placement department
- ✓ Making the classes more interesting by using audio and visual aid.
- ✓ To conduct communication class, where the focus would be mainly on improving verbal ability of students.
- ✓ New modules which deal with the overall development of the students in all domains
- ✓ Integrating verbal and soft skills in the next Semesters so that the development of the student is quick and be gauged easily.
- ✓ More emphasis on technical sessions will happen during the upcoming semester
- ✓ More interaction with HOD's and staff members' has to be initiated
- ✓ Defaulters with regard to dress code, non-bringing of JANUS books will be tracked daily to curb that existence
- ✓ Defaulters with regard to absenteeism will be tracked to curb the same in future
- ✓ ZESTECH team of experts have come up with a series of Company Specific Training online which will be live from the coming semester
- ✓

A designated Process Manager for SVIT was appointed from this semester and continue the same for the upcoming semester too!

## 12. RESPONSIBILITIES OF TRAINERS

1. The whole team has put in effort to make the training a success
2. Trainers were provided with checklist, with many components in it to do and to remind the students in the class.
3. A designated Process Manager from the training team was appointed to help run the training successfully.
- 4.

CCT (Client Communication team) played an important role in communicating with the client. Any changes in the schedule was informed beforehand.

5. Intense check on the attire was initiated
6. Interact with HOD's to know the success of the ongoing training programs.
7. Rapport building with the professors and HOD's was very crucial to know the campus better
8. Trainers shared the latest questions and information about placement to the students
9. Parent calling tracker was maintained, the best performer was appreciated. Parents of the students were called and appreciated
10. Motivated students to perform better and to come out of their shell.

The seriousness of HR Internal Assessment must be triggered by the trainer's sight from the first day of a NU Straining.

### 13. ANALYSIS OF STUDENTS IN TERMS OF DEVELOPMENT I.E, PREANDPOSTTRAININGANALYSIS

Pre-Training	Post-Training
Most of the students were very reluctant to participate.	Conducted activities in class to help them come out of their comfort zone
Social presence of students was very limited	Many quizzes and competitions were started to improve their social media presence
Students were not following the IIR Dress code	Students were informed about the importance of dressing professionally
Students speaking in English in campus was restricted to a few.	The students felt their level of speaking in English improved to quite an extent
Students knowledge on current affairs was very limited	Trainer took an initiative to speak about current happenings before they start the class. Apart from that Knowledge Junction helped them to gather more information
Awareness on latest technology was limited	Introduction of Zlearn helped the students go on technology mode of learning
Logical Deduction among students was not up to the mark	Aptitude training sessions were designed to improve their logical deduction
Students were not confident on coming to the dais and speaking	Students were able to come up and speak to a certain level. But more to achieve.

Principal  
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**Dr. C. T. JAYADEVA**



Wewouldliketothankallthepople whohelpedustofinishthetrainingprogramsuccessfully.

engagementandfutureorientationreported higher levels of improvementintheirperformance. Having the opportunity to apply new skills mattered during the training period. Students reported beingbetterabletoapplywhattheylearnedhad significant gains, as well as high levelsof improvement in their performance. Learners who realized higher gains in motivation and

Students appreciated the helpfulness and the delivery style of the trainers. Role plays and group discussions were found to be most useful to the 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.

Overall, JANUS learning events were well received by students who rated the experience as either good or excellent. The majority of participants reported an increase in awareness in the modules they have learned. 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 an multi-year plan with realistic manageable goals are included in the training curriculum and that follow up support is provided throughout the training process.

### SUMMARY

--SAHANA HEGDE

"The quantitative aptitude sessions helped to learn a lot of concepts in a very few days. The assessments after the sessions helped us to understand where we stand."  
--KAVITHA B

### 14. STUDENTS FEEDBACK TOWARD TRAINING



|| Jai Sri Gurudev ||



A

Report on

# pragnyan <sup>-2018</sup>

Skill Enhancement Training Program  
(Aptitude, Soft Skills & Verbal)

(February - May, 2018)

at



**Adichunchanagiri Institute of Technology (AIT),  
Chikmagalur.**

In collaboration with



**Dept. of HRD**

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

Submitted By

**ZESTECH**  
INNOVATION, GROWTH & VALUES

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**ACKNOWLEDGEMENT**



## PREFACE

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. PRAGNYAN'18 Training report provides a framework for understanding necessary elements that happened during the period of **12 Weeks** in a way that emphasizes the uniqueness of each improvement area & improved area within the institution for the students. Successful student enhancement in developing the needed skills starts with strong relationships. This report emphasizes the necessary skills in building and maintaining professional growth during the course of studies. It is fundamental to achieve what is required. 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. Until they get this experience, it is up to the expert trainer to provide them with the conceptual foundation and introduce them to the skills necessary for understanding and implementing the same in their professional career. This report will help in understanding these training challenges.

The report is prepared keeping three main goals in mind

- ❖ **Accuracy:** This report is the result of three months of facilitating, researching, training group communication, student's interaction, HR managers' interaction and PRAGNYAN 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.
- ❖ **Simulation of the Student experience:** To describe and explain students' skill development, this report uses realistic examples to help the reader get inside what PRAGNYAN Process is really like. The evaluation report establishes the need for rigorous student seriousness. Student feedback report about trainers gives a detailed view of how the trainers performed which was tracked session wise. The initiatives taken by ZESTECH emphasizes the love for student development.
- ❖ **A structured approach:** PRAGNYAN'19 – report defines student skill achievement in terms of five key elements that can be used to evaluate placement effectiveness.

These elements

1. Class size
2. Interdependence of classmates
3. Student identity based on attendance and evaluation,
4. Institution goals, and
5. Training Goals and Structure

This framework allows students to place new information and skills development into a larger context. . In this report, we will discover the unique dynamics PRAGNYAN Training process and execution, the essential skills that lead to success, and the roles, tasks, and processes that pave the way for effective cooperative work. By examining students from each of these viewpoints, we come to understand the dynamic capacity of each class and learn to treat each class as a unique learning opportunity. To be competent in the process, as this report emphasizes, students must learn to identify each class situation as unique, assess what skills are needed, and effectively apply the appropriate skills and procedures. In essence, the goal of this report is to provide a toolbox from which AIT can draw in any group situation—whether planning a function with a Professional club on campus or participating in a task-oriented group project in an academic context.

This report contains a number of features to enhance student learning:

- ❖ **Putting the Pieces Together boxes:** The five core elements identified previously in defining a class are used as a structure for evaluating group effectiveness.
- ❖ **Skills grounded in a solid research base:** The best advice for student skills enhancement is drawn from industry research and theory, which has identified the most effective processes and results for group interaction.

Thus the skills presented and suggested in the report are research based.

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 PRAGNYAN, syllabus examples for the training course, methods of obtaining feedback from students about the course and their learning experiences and expectations.

ZESTECH  
INNOVATION, GROWTH & VALUES

## INTRODUCTION

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.

As a matter of fact, the skill sets are going to be crucial for professionals working in a gamut of fields. These courses come in handy in honing up personal effectiveness as well as the innate leadership skills. These skills are more than a must in corporate setup. One of the most interesting facts of training is that it definitely makes your kin-aesthetic senses coupled with positive atoms. You get more confident in each dealing that you make in your particular field of work. You start making the waves and people start noticing the change in your persona.

The advantage that you gain out of this valuable training facility is that you start getting recognition's of being an indispensable as well as a valuable asset for the organization you are working for. Industry experts do give vent to the opinion that this types of training package does perk up the value in the market.

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.

PRAGNYAN, an intense, well researched, short term training signature program by ZESTECH for engineering students to enhance their skills sets towards placement requirements for the current industry standards. PRAGNYAN, eventually brings a sea change and enhancement in student behaviour and adjustments which ultimately caters to the need of man power demand in the market. Characteristics of PRAGNYAN content and delivery method are used to predict effect sizes and measures of Industry requirement mapping with students' externalizing behaviour. After controlling for differences attributable to research design, PRAGNYAN program components consistently associated with larger effects included increasing positive Trainer - Student interactions and communication skills, coaching students to use time out and the importance of placement consistency, and requiring students to practice new skills with their friends during PRAGNYAN training sessions. Program components consistently associated with smaller effects included teaching students problem solving; coaching students to promote cognitive, academic, or social skills; and providing other, additional services which helps candidates to come out as employable commandos. The results have implications for selection and strengthening of existing Placement Trend.

PRAGNYAN, is one of the signature programs by ZESTECH which matches with NASSCOM's current industry training curriculum which makes this program a-one stop solution for students joining Engineering in any field of their choice. Training is conducted for the I, II and III Year Students. As it follows a hierarchical, multilevel training methodology, PRAGNYAN re-mediate industry – Campus gaps successfully. Abstract Attention Process in the Program improves student coordination in accomplishing tasks and also develops trainer – student interaction.

The evaluation process helps ZESTECH to identify outcomes in a timely fashion. This helps the campus to tangibly visualize 'Need Vs Reality' and constantly improving training delivery methods to have the ratio to '1'. The assessments will also help in detecting changes that must be made to improve course design, content which dynamically improves the contribution to the overall effectiveness of PRAGNYAN. Assessments happens only a daily basis and for every sessions. Assessments along with student attendance will keep the institution on toes to understand the level of their students which also entitles the students to receive PRAGNYAN Certificate which validates the outcome. As, the Pre- assessment happens before the commencement of the program, the three other evaluations will give us a clear picture of where the student's position is after the training. Outcome based Training Model plays a vital role in giving the change that is needed.

Technology, favors PRAAGNYAN a lot in having videos online for the sessions that students have learned. Videos and trainer interaction online, helps the candidate get in touch with experts constantly even after the training classes are over. Online evaluations will help in understanding students' responsibility factor which will in turn help students to get in touch with the trainers for doubts and clarifications. A powerful research team constantly working on industry requirements, helps to set the training and evaluations in a very vivid manner and constant check on Quality ensures the gaps are bridged.

During the process, star performers are identified extensively. These star performers are the ones who have performed excellently well in the sessions. These candidates' parents are contacted over the phone and giving them the good news about their wards. This, indeed improved students' motivation and was visually seen that the students started participating and performing exemplify well in the training sessions.

All said and Done, PRAAGNYAN is a process to experience reality and engineering student must savour it.

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## TRAINERS' PROFILE

ZESTECH has set in place an organizational structure that provides clear lines of control, responsibility and communication. In a business as diverse as ZESTECH, there are many different jobs. Its structure is concrete, so to help individuals within the business understand their roles and responsibilities, ZESTECH has a set of Business Principles that demonstrate its commitment to operating ethically and responsibly. This helps every contributor understand where his or her role contributes to overall performance and enables the whole workforce to work together to achieve the business' aims and objectives.

This structure gives contributors clear guidelines for how to proceed, how to take actions, how to accomplish any task. This majorly resolves disagreements among the departments. It not only resolves conflicts, ZESTECH's structure binds the contributors together in any mission that is undertaken. It eventually gives meaning to any contributor joining ZESTECH as well as to ZESTECH itself.

While the need for structure is clear, the best structure for a particular coalition is harder to determine. ZESTECH designed this best structure by keeping in mind who its contributors are. What the setting is and how far the organization has come in its development. ZESTECH lives with values and the main value comes from the strong contributors in key departments.

High-performing knowledge contributors of ZESTECH tend to be self-motivated by intrinsic factors, adding to the opportunity to ZESTECH directly motivate them. Moreover, the complex and exhaustive nature of their work and output limits the ability to directly measure productivity. Simply keeping knowledge contributors "satisfied" won't suffice. In order to retain and sustain high levels of engagement, ZESTECH came up with an explicit strategy and cannot rely upon historical sources of motivation. Traditional sources of motivation like pay, work conditions, and benefits are simply not enough. This was clearly understood in the very beginning of this structure.

ZESTECH is organized by its functions. And these functions are called departments, which plays a major role in the reality of what has been achieved all these years. A combination of all the departments of ZESTECH becomes a well-honed team of professionals with constant rigour of achievement and purpose. These departments are collectively responsible for the organizational growth.

**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. The ACE department which develops content by consulting the experts. Content research is made evasively to support training functionalists. The L&D team of experts more importantly work on identifying skills based gaps and develop training assignments accordingly. Expert rating on trainers happen in a timely fashion. This helps the Trainers in ZESTECH not to compromise on mediocrity. Highly acclaimed training programs were made in the L&D Lab which helps in making a gap free man power. The L&D team members need to deliver one time project at times or work on a project on an ongoing basis, either which ways the team is so dynamic that the task can be completed much less in time.

Learning and Development department of ZESTECH came up with the following four 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 ZESTCH, 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

**Consider internal versus external options:** External consultants or custom-built materials may be more cost-effective in the long run if employed early on in the training process that we have. Their expertise and insight can close a performance gap quicker than an internal or off-the-shelf-training solution.

**Ms. Marissa Pinto - Practitioner – Soft-skills**

She has been a Soft Skills trainer with 8+ years' experience in corporate and college training in Verbal and Soft skills. She has been successful to equip people with skills required to make them perform with a higher degree of confidence and excellence. She has a good flair in communication and has superb command on English. She possesses excellent communication skills that have been honed through interacting with people at various levels; inclusive of the Industry, Corporate Executives and Management Team

**Mr. Deepak P N - Practitioner – Verbal**

He has been a Verbal trainer with 4+ years' experience in corporate and college training in Verbal and Soft skills. He has been successful to equip people with skills required to make them perform with a higher degree of confidence and excellence. He has a good flair in communication and has superb command on English. His focus is inclined towards motivating and nurturing the student community to learn the basics of the English language, thereby helping them to gain self-confidence and also be able to successfully clear the Communication tests.

**Mr. Manju Prasad - Associate Professional – Softskills**

A real movie enthusiast and likes to play with numbers during his free time and professionally aims to implement innovative methods of training that aids the trainees to have a brighter career in their respective fields. Motivates and springs in ideas in young minds w.r.t real time analysis, analytical and reasoning skills. Trained over 500+students in various major institutes across south India, he developed his passion in Aptitude about a year now and constantly derives tricks to break complex problems into simple form in order to deliver it to the students. He constantly upgrades his knowledge by grasping new trends in the field of Quantitative ability.

**Mr. Nithesh - Associate Professional – Aptitude**

He has been involved in Aptitude training for more than 2 years with the intention of enhancing the productivity and performance of students in various level of education. He has worked in Tamil Nadu and Karnataka. He have been endowed with the ability to train over 3000+ candidates for 4000+ hours, with time management skills that enables them to explore various techniques by using unique ways that help in analysing and solving problems pertaining to requirements during the placement drives. He carries a high degree of analytical acumen which nicely complements his exquisite grasp over numbers during any type of interventions. As numbers fascinated him, he enjoys a good command over development in test papers (online/offline).His strengths include solving Interpreted Data, Logical reasoning, Data sufficiency and Quantitative Aptitude, which he uses to mould students from the any stream to be intelligible to compete for better job opportunities.

**Mr. Sreeraj-Associate Professional – Aptitude**

He has been involved in Aptitude training for more than 3 years with the intention of enhancing the productivity and performance of students in various level of education. He enjoys a good command over development in test papers (online/offline).His strengths include solving Logical Reasoning and has excellent command over Algebra Syllogisms and various other competitive exams pattern like AMCAT and COCUBES.

### 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.

Interface of industry trend and module structure is made simple by intensive research by the ZESTECH team of experts who function using a scientific structure and mechanism towards understanding the needs. Everywhere, system is simple to manipulate. However if the pattern of hiring and industry and global industry requirements changes, the Indian market gets into the mode of upgradation. And this is always visible in the module structure every year. Nowhere in the history of ZESTECH is the same content available for training delivery as well. Constant upgradation and learning towards the needs makes the structure of learning more prolific and helpful.

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. All the more, these are the changes and challenges which keeps ZESTECH growing strong. ZESTECH's system of training module design is always Compatible, Expansible and flexible to meet the development of the training module and training itself.

#### **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. It is a combination of corporate interaction and ZESTECH's team of experts' module design. The content design will not be visible to the untrained observer, however they always give a powerful outcome to the present and affect all dimensions of unskilled workforce.

3.1. MODULES COVERED FOR 4<sup>th</sup> SEM ENGINEERING STUDENTS OF AIT

<i>Count</i>	<i>Quantitative and Reasoning Aptitude</i>	<i>Verbal and Logical Aptitude</i>
1	Blood relations	Everyday English - I
2	Direction	Everyday English - II
3	Ratio proportion and partnership	Everyday English - III
4	Data Sufficiency & Data Interpretation	

<i>Count</i>	<i>sgt</i>
1	Team work
2	Time management
3	Book Review
4	Soft Skills Mela - Creativity - Engineer's choice
5	Tech Talk

3.2. MODULES COVERED FOR 6<sup>th</sup> SEM ENGINEERING STUDENTS OF AIT

<i>Count</i>	<i>Quantitative and Reasoning Aptitude</i>	<i>Verbal and Logical Aptitude</i>
1	Alligation and Mixture + Ratio and Proportion	E mail and Letter Writing
2	Permutation	Logical Reasoning and Verbal Ability
3	Combination	Reading Comprehension
4	Clocks	
5	Seating Arrangement	
6	Probability	

<i>Count</i>	<i>sgt</i>
1	Decision making & Career guidance
2	Softskills mela
3	Tech Vocabulary



## MODULES DESCRIPTION -4<sup>th</sup> SEMESTER

# Quantitative Aptitude - Syllabus

Module name	Blood relations	Domain	Aptitude
<b>Module Description</b>	The module explains the logical reasoning of <b>Blood relations</b> . Blood relations is a vital module on improving your analytical skills for management's perspective and different family charts of an individual are taught in the class having different perspectives of the family tree and coded relations 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>	Blood relations 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 with the help of Blood Relations.		
<b>Reference books</b>	1. "Logical Reasoning" by R.S.Aggarwal. 2. "Logical Reasoning for CAT" by Arun Sharma		
<b>No of Hours</b>	2 hours		

Module name	Directions	Domain	Aptitude
<b>Module Description</b>	The module explains the concepts on <b>Direction Sense</b> . It elaborates arrangement of people and objects based on their current position either in a linear or circular arrangement based on the given directions. <b>Application of Pythagoras theorem</b> with respect to directions will be dealt with the students wherein the basic idea to make a student familiar with major and coordinate directions.		
<b>Module Objective</b>	They should be able to solve problems by demonstrating their logical analysis of arrangement.		
<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>	1. "Logical Reasoning" by R.S.Aggarwal. 2. "Logical Reasoning for CAT" by Arun Sharma		
<b>No of Hours</b>	2 hours		

Module name	Ratio, Proportion and Partnership	Domain	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>analyse the relationship</b> of two separate quantities from the questions asked.		

Module name		Clocks	Reasoning Aptitude
Module Description			
The module explains the concepts on <b>Clocks</b> . It elaborates the concepts of the angle between the hands of the clocks subject to the condition of learning the angle covered by hour hand and minute hand. It elaborates the distance travelled by both the hands of the clocks and the speed of both the hands and the time of coincidence between the respective times given without any mechanical instruments or the calculator with high accuracy.			
Module Objective			
The students should understand the basic definitions and method of calculating the <b>parameters related to clocks</b> . They should be able to solve problems by demonstrating their <b>logical analysis</b> of arrangement.			
Module Outcome			
Students will skillfully solve the conditions offered in a question. They will apply deduction skills along with analytical skills by referring to conditions.			

Module name		Alligations and Mixtures	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			
1. "Quantitative Aptitude" by R.S. Aggarwal. 2. "Quantitative Aptitude for CAT" by Arun Sharma.			
No of Hours			
2			

### MODULES DESCRIPTION -6<sup>th</sup> SEMESTER

Module name		Data Interpretation and Data Sufficiency	Reasoning Aptitude
Module Description			
The fundamental module on which a student will learn the basics of <b>data</b> and the method of analyzing the data from the data structure and solve the questions based on the applications of all the mathematical modules and using all the concepts of Mathematics			
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 data, breaking it down into simple form. This helps in solving bigger problems by making it into small segments.			
Reference books			
1. "Quantitative Aptitude" by R.S. Aggarwal. 2. "Quantitative Aptitude for CAT" by Arun Sharma.			
No of Hours			
2			

Reference books		1. "Quantitative Aptitude" by R.S. Aggarwal. 2. "Quantitative Aptitude for CAT" by Arun Sharma.
No of Hours		2

<b>Reference books</b>	1. "Logical Reasoning" by R.S.Aggarwal. 2. "Logical Reasoning for CAT" by Arun Sharma
<b>No of Hours</b>	2 hours

<b>Module name</b>	Permutations and Combinations	<b>Domain</b>	Quantitative Aptitude
<b>Module Description</b>	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.		
<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>	1. "Quantum CAT" by Sarvesh K Varma. 2. "Quantitative Aptitude for CAT" by Arun Sharma. 3. "Objective Arithmetic" by Rajesh Varma		
<b>No of Hours</b>	2 hours		

<b>Module name</b>	Probability	<b>Domain</b>	Quantitative Aptitude
<b>Module Description</b>	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.		
<b>Module Objective</b>	They should be able to solve problems by demonstrating their logical analysis of Probability.		
<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>	1. "Quantum CAT" by Sarvesh K Varma. 2. "Quantitative Aptitude for CAT" by Arun Sharma. 3. "Objective Arithmetic" by Rajesh Varma		
<b>No of Hours</b>	2 hours		

<b>Module name</b>	Seating Arrangements	<b>Domain</b>	Reasoning Aptitude
<b>Module Description</b>	The module explains the concepts on <b>Arrangements in the given sequence or the order</b> as per the given instructions and arriving at a logical conclusion		
<b>Module Objective</b>	The students should understand the basic notations and represent the data.		
<b>Module Outcome</b>	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.		
<b>Reference books</b>	1. "Logical Reasoning" by R.S.Aggarwal. 2. "Logical Reasoning for CAT" by Arun Sharma		
<b>No of Hours</b>	2 hours		

MODULES DESCRIPTION -4<sup>th</sup> SEMESTER

## Verbal Aptitude - Syllabus

Module names	Everyday English I, II and III	Domain	Verbal Aptitude
<b>Module Description</b>	The module explains the concepts on using the language and the linguistic abilities in the real time scenarios, grammatical concepts will be covered so that student is very familiar on the concepts		
<b>Module Objective</b>	To equip students with relevant application of grammar that will vitalize their <b>knowledge of application</b> and usage in the module and <b>skilful 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>	1. "English Grammar in Use" by Murphy. 2. "Grammar for IELTS" by Hopkins		2 hours
<b>No of Hours</b>			2 hours

MODULES DESCRIPTION - 6<sup>th</sup> SEMESTER

Module name	Reading Comprehension	Domain	Verbal Aptitude
<b>Module Description</b>	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.		
<b>Module Objective</b>	Encourage fast reading among the students		
<b>Module Outcome</b>	Student will not only learn to understand concepts accurately but also the correct application of them.		
<b>Reference books</b>	1. "English Grammar in Use" by Murphy. 2. "Grammar for IELTS" by Hopkins		2 hours
<b>No of Hours</b>			2 hours

Module name	Logical Reasoning and Verbal Ability	Domain	Verbal Reasoning
<b>Module Description</b>	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.		
<b>Module Objective</b>	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> .		
<b>Module Outcome</b>	Students will learn how to logically answer a question by reading the statements and by <b>deriving</b> related conclusions.		
<b>Reference books</b>	1. "English Grammar in Use" by Murphy. 2. "Grammar for IELTS" by Hopkins		2 hours
<b>No of Hours</b>			2 hours

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

## MODULES DESCRIPTION -4<sup>th</sup> SEMESTER

# Soft Skills - Syllabus

Module name	Team Work	Domain	Soft Skills
<b>Module Description</b>	Distinguishes the difference between a group and a team. Examples of team building and the importance of trust as part of a group or team is covered. Building a team and stages of team development is discussed, the benefits of team work are also highlighted.		
<b>Module Objective</b>	To help the students understand the importance of team building in their college and a corporate environment, demonstrate the qualities of a good <b>team player</b> and adopt to the <b>stages of team formation</b> .		
<b>Module Outcome</b>	Students will be able to identify the difference between a <b>group and a team</b> . Understand the importance of team work in a corporate environment and they will be able to differentiate the stages of building a team and the factors that will affect team work.		
<b>No of Hours</b>	2 hours		

Module name	Time Management	Domain	Soft Skills
<b>Module Description</b>	Time management <b>training</b> most often begins with setting goals. These goals are recorded and may be broken down into a project, an action plan, or a simple task list. Activities are then rated based on urgency and importance, priorities assigned, and deadlines set.		
<b>Module Objective</b>	Learn <b>effective</b> time management <b>skills</b> to manage time more efficiently, including how to <b>plan activities</b> and get tasks done in a smarter manner, both at work and at home		
<b>Module Outcome</b>	<b>Time Management</b> is essentially the ability to organize and plan the <b>time</b> spent on activities in a day. The result of good <b>time management</b> is increased effectiveness and productivity. It is a key aspect of project <b>management</b> and involves skills such as planning, setting goals and prioritizing for a better performance.		
<b>No of Hours</b>	2 hours		

Module name	Book Review	Domain	Soft Skills
<b>Module Description</b>	The module teaches introduces them to writing the articles on a given topic and It also teaches them simple and complex steps on how to do a speaking review of a topic 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.		

<b>Module Objective</b>	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.
<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 hours

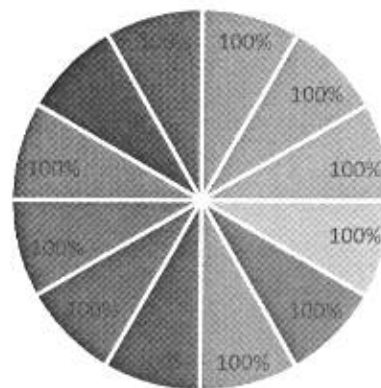
### MODULES DESCRIPTION -6<sup>th</sup> SEMESTER

<b>Module name</b>	Creativity and Decision making	<b>Domain</b>	Soft Skills
<b>Module Description</b>	This module focus on Mind Mapping Technique, Random Word Technique and Random Picture Technique and using all the tools to come to a conclusion.		
<b>Module Objective</b>	Learn the technique of Creating ideas and generating the same		
<b>Module Outcome</b>	Students will be able to take the right decisions with decision making matrix		
<b>No of Hours</b>	2 hours		

<b>Module name</b>	Tech Vocabulary	<b>Domain</b>	Soft Skills
<b>Module Description</b>	This module focus on usage of the technical words in English and the practical usage of the words		
<b>Module Objective</b>	Learn the technique of Creating words and generating the same using the technical knowledge		
<b>Module Outcome</b>	Students will be able to understand the practical usage of the technical words		
<b>No of Hours</b>	2 hours		

**3.81. MODULE STRUCTURE FOR MBA**

2 <sup>ND</sup> Semester	4 <sup>TH</sup> Semester
Power of Public Speaking	How to sell?
Business case studies	Manage yourself (Time management)
Soft Skills Mela : The virtual organization	Book review
Everyday English - I	Change management
Everyday English - II	Soft Skills Mela:Decision making & Careerguidance
Everyday English - III	Business English : Email Writing/ Letter Writing
Data Sufficiency and Data Interpretation	Business English : Documentation
Seating Arrangement	Business Phrases and Vocabulary
Direction	Speaking : Greeting/ Introducing others, oneself and Company
Probability	Negotiation/ persuasion Skills
Tech Talk	Tech Knowledge

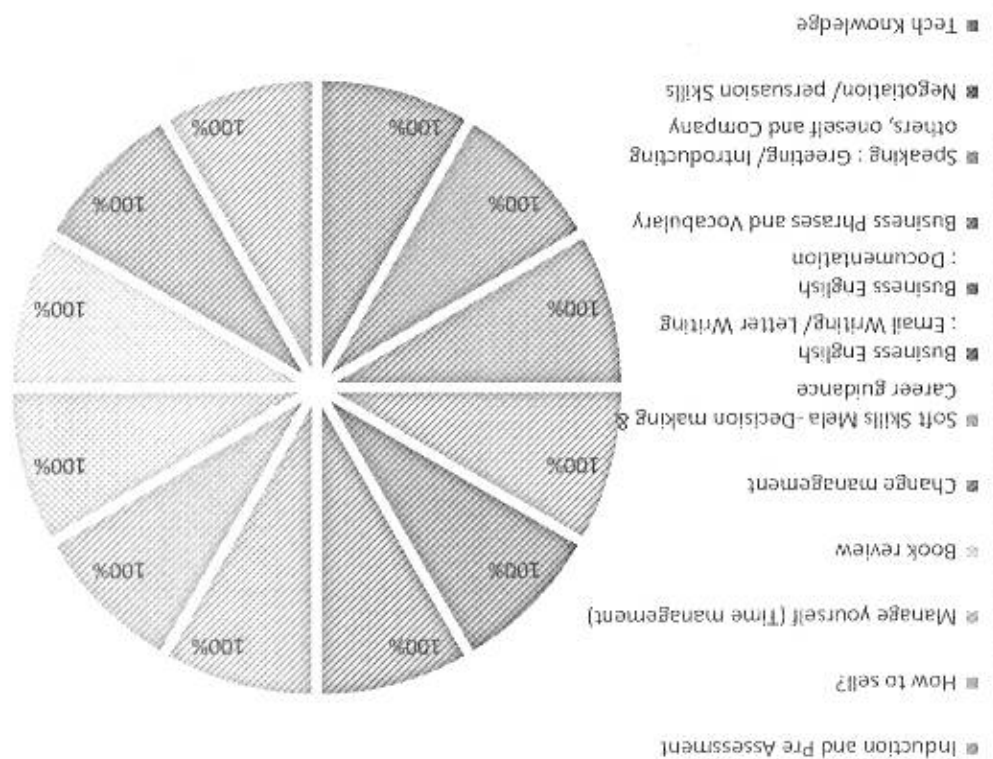
**COMPLETION REPORT****2ND MBA**

- |                                |                                              |
|--------------------------------|----------------------------------------------|
| ■ Induction and Pre Assessment | ■ Power of Public Speaking                   |
| ■ Business case studies        | ■ Soft Skills Mela -The virtual organization |
| ■ Everyday English - I         | ■ Everyday English - II                      |
| ■ Everyday English - III       | ■ Data Sufficiency and Data Interpretation   |
| ■ Seating Arrangement          | ■ Direction                                  |
| ■ Probability                  | ■ Tech Talk                                  |

# INNOVATION, GROWTH & VALUES

## 15000

### 4 MBA





## MODULE COMPLETION REPORT FOR 4<sup>TH</sup> SEM

### AIT – PRAGNYAN Modules Completion data

#### Quantitative and Reasoning Aptitude

<i>Modules</i>	<i>CSE</i>	<i>ISE</i>	<i>MECH</i>	<i>CIVIL</i>	<i>ECE</i>	<i>EEE</i>
Blood relations	Yes	Yes	Yes	Yes	Yes	Yes
Direction	Yes	Yes	Yes	Yes	Yes	Yes
Ratio proportion & Partnership	Yes	Yes	Yes	Yes	Yes	Yes
Data Sufficiency & Data Interpretation	Yes	Yes	Yes	Yes	Yes	Yes

#### Verbal Aptitude

<i>Modules</i>	<i>CSE</i>	<i>ISE</i>	<i>MECH</i>	<i>CIVIL</i>	<i>ECE</i>	<i>EEE</i>
Everyday English - I	Yes	Yes	Yes	Yes	Yes	Yes
Everyday English - II	Yes	Yes	Yes	Yes	Yes	Yes
Everyday English - III	Yes	Yes	Yes	Yes	Yes	Yes

#### Soft Skills

<i>Modules</i>	<i>CSE</i>	<i>ISE</i>	<i>MECH</i>	<i>CIVIL</i>	<i>ECE</i>	<i>EEE</i>
Team work	Yes	Yes	Yes	Yes	Yes	Yes
Time management	Yes	Yes	Yes	Yes	Yes	Yes
Book Review	Yes	Yes	Yes	Yes	Yes	Yes
Soft Skills Mela - Creativity - Engineer's choice	Yes	Yes	Yes	Yes	Yes	Yes
Tech Talk	Yes	Yes	Yes	Yes	Yes	Yes

MODULE COMPLETION REPORT FOR 6<sup>th</sup> SEM

AIT - PRAAGNYAN Modules Completion data

## Quantitative and Reasoning Aptitude

Modules	CSE	ISE	MECH	CIVIL	ECE	EEE
Alligation and Mixture + Ratio	Yes	Yes	Yes	Yes	Yes	Yes
and Proportion	Yes	Yes	Yes	Yes	Yes	Yes
Permutation	Yes	Yes	Yes	Yes	Yes	Yes
Combination	Yes	Yes	Yes	Yes	Yes	Yes
Clocks	Yes	Yes	Yes	Yes	Yes	Yes
Seating Arrangement	Yes	Yes	Yes	Yes	Yes	Yes
Probability	Yes	Yes	Yes	Yes	Yes	Yes

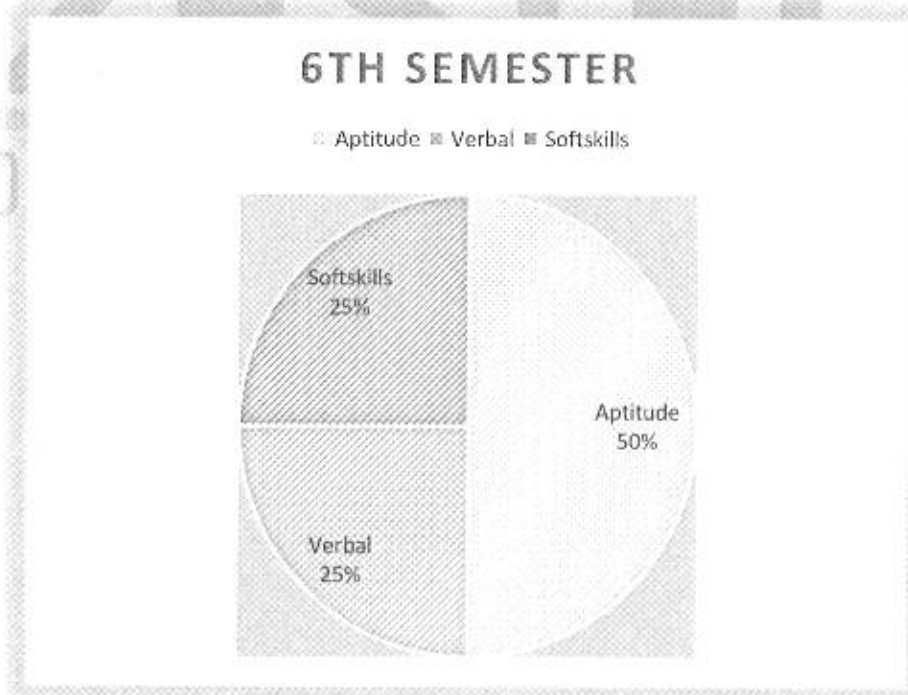
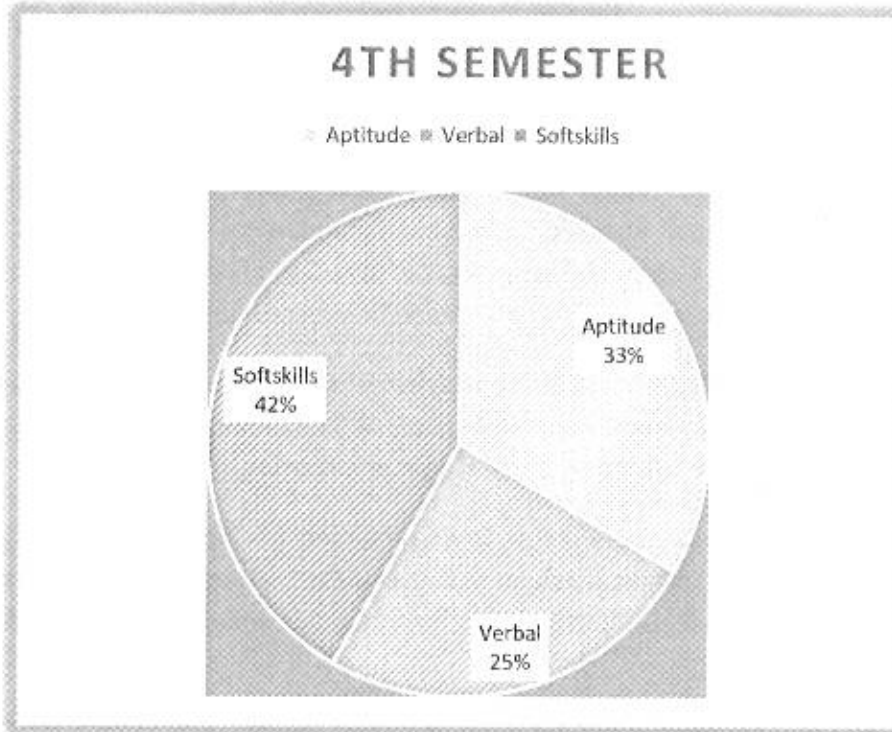
## Verbal Aptitude

Modules	CSE	ISE	MECH	CIVIL	ECE	EEE
Email and Letter Writing	Yes	Yes	Yes	Yes	Yes	Yes
Logical Reasoning & Verbal Ability	Yes	Yes	Yes	Yes	Yes	Yes
Reading Comprehension	Yes	Yes	Yes	Yes	Yes	Yes

## Soft Skills

Modules	CSE	ISE	MECH	CIVIL	ECE	EEE
Decision making & Career guidance	Yes	Yes	Yes	Yes	Yes	Yes
Softskills mela	Yes	Yes	Yes	Yes	Yes	Yes
Tech Vocabulary	Yes	Yes	Yes	Yes	Yes	Yes

**MODULE COMPLETION REPORT- SEMESTER ANALYSIS**



## 5. ATTENDANCE ANALYSIS

AIT, associated with Zestech for PRAAGNYAN'18 is well aware about the importance of attendance. This done as ZESTECH believes that any impact that we hope to achieve with regard to the modules, require consistency in attending the classes.

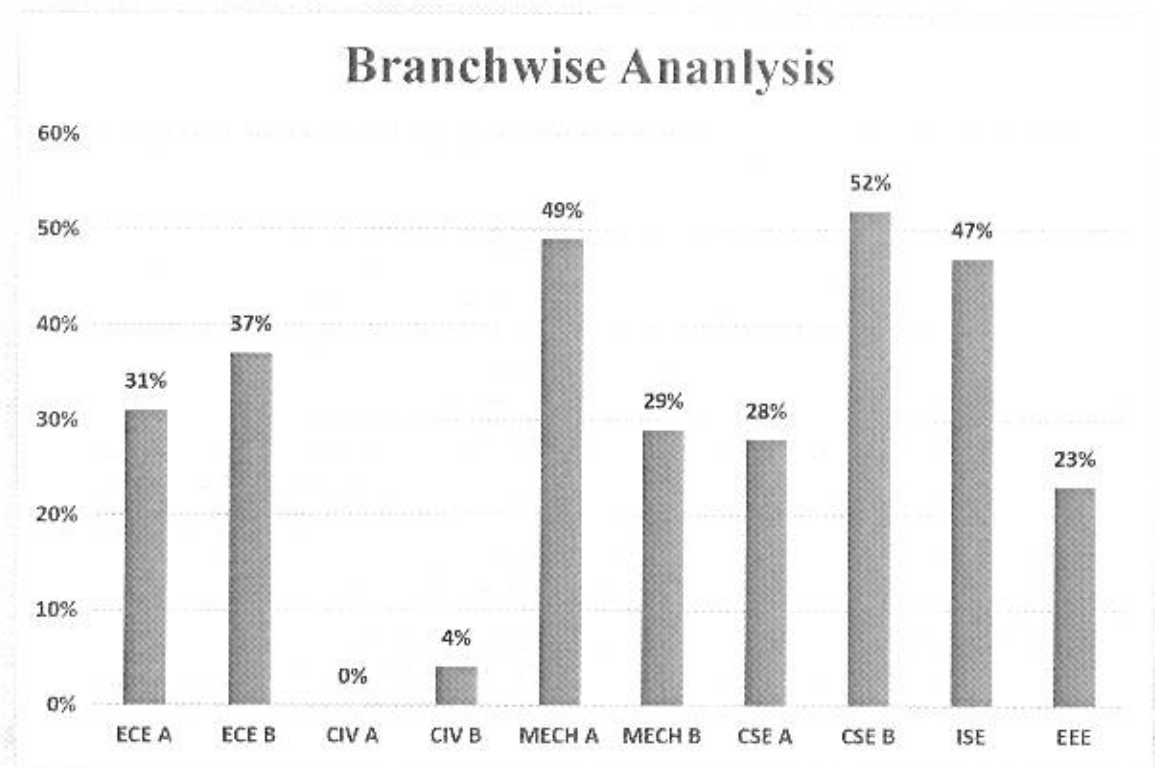
Each module gets a dedicated time of about 120 minutes in AIT during PRAAGNYAN'18 depending on the doubts and the assessments time. These modules are curated after a lot of discussion and research into the recruitment process. And the need to repeat modules (Aptitude and Verbal) in class is felt when we have not been able to reach all 55-60 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.

Apart from this, soft skills modules boost the confidence of students and help them participate better in aptitude and verbal classes. They will interact without hesitation. So, all modules are equally important and are designed to develop the overall personality of the students along with learning.

PRAAGNYAN'18 has been introduced to provide a foundation for the corporate entry where all the basics are taught in a step-wise manner and the students are given time to understand concepts thoroughly. So, where attendance dips for PRAAGNYAN'18, it affects the fundamentals and the students might find it difficult to adapt to corporate life.

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.

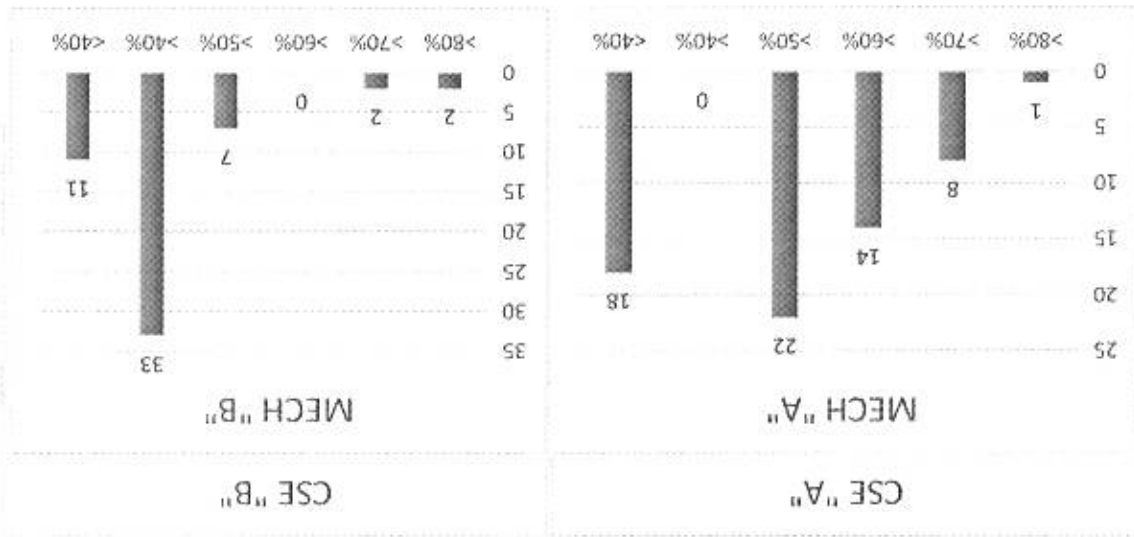
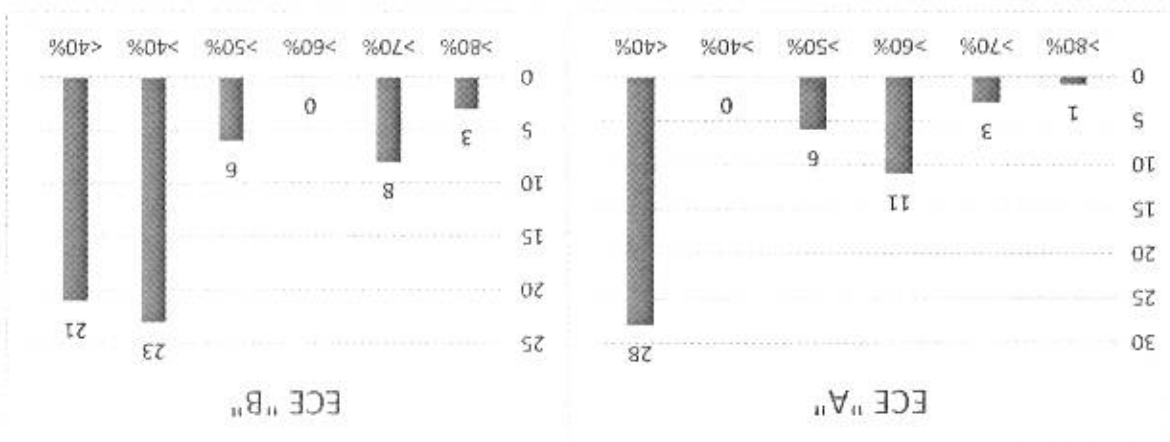
The overall attendance analysis and day wise attendance analysis is also shared in this report. This will help to create rigor among the team to improve attendance in low lying classes and thereby achieving student enhancement.

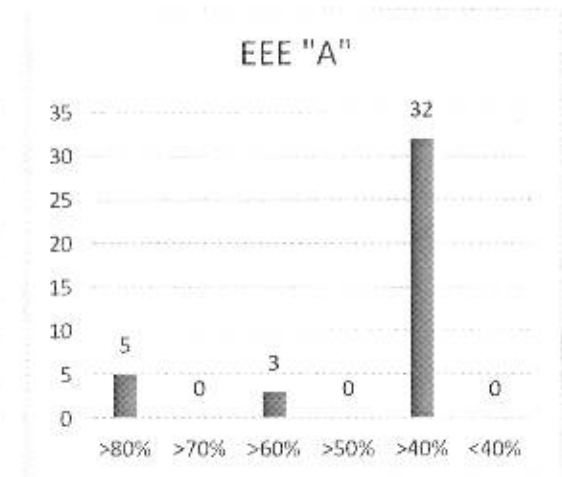
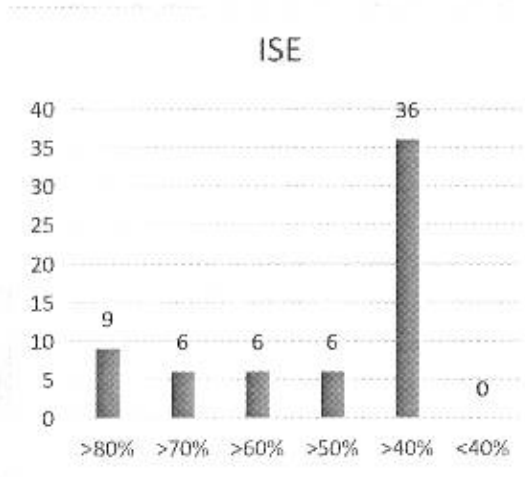
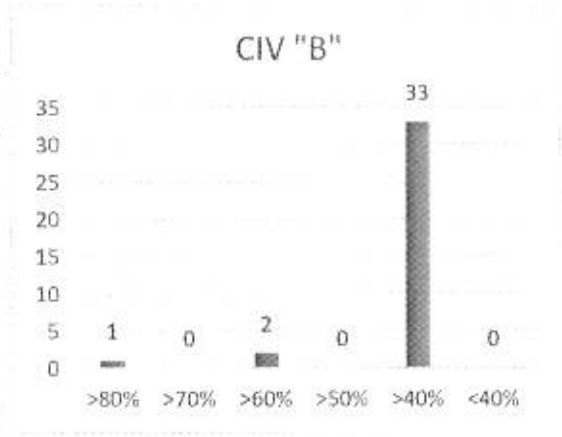
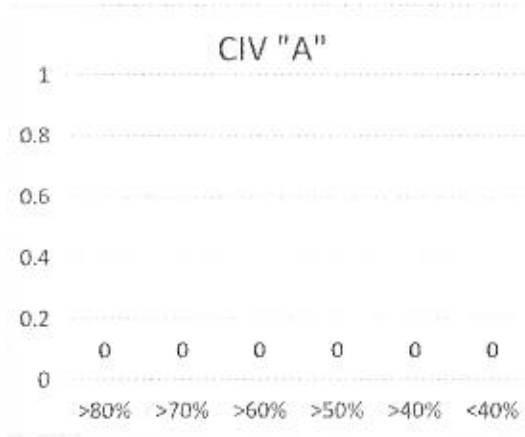
AIT- OVERALL ATTENDANCE ANALYSIS- 6<sup>TH</sup> SEMESTER

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PRAGNYAN'19 - 6<sup>TH</sup> SEMESTER - STUDENT ATTENDANCE

PERCENTAGE-ANALYSIS

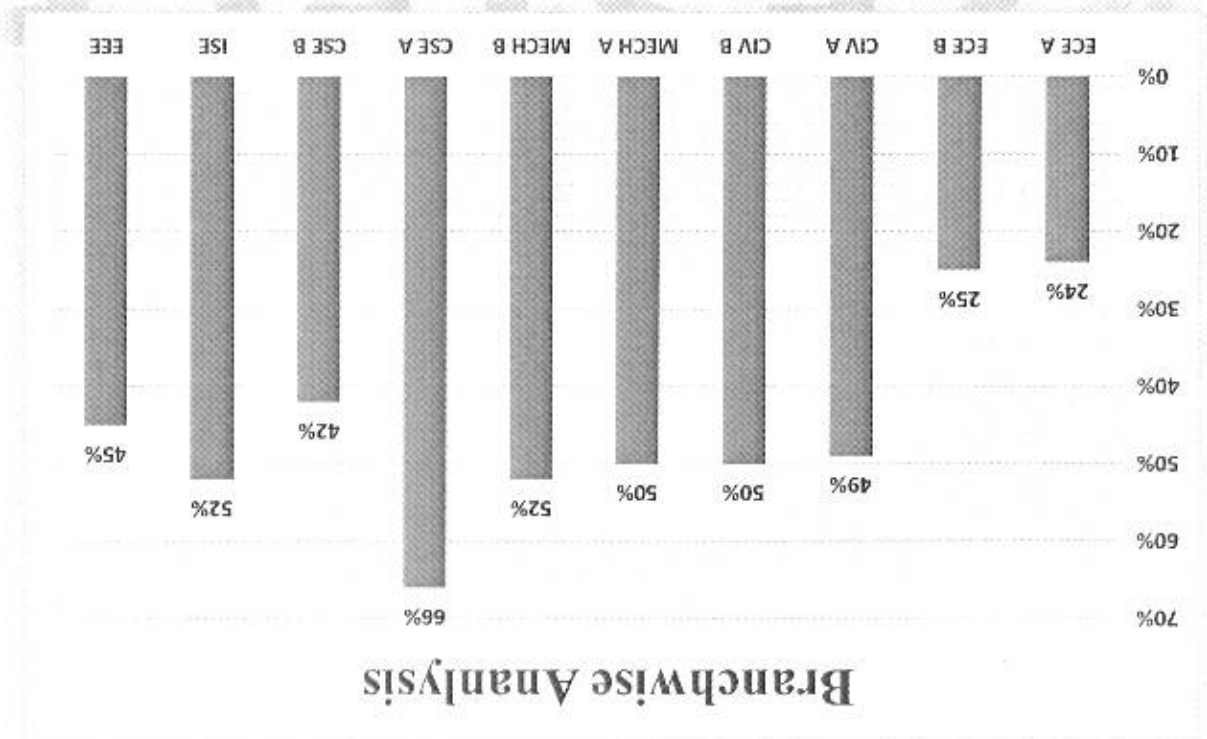




INNOVATION, GROWTH & VALUES

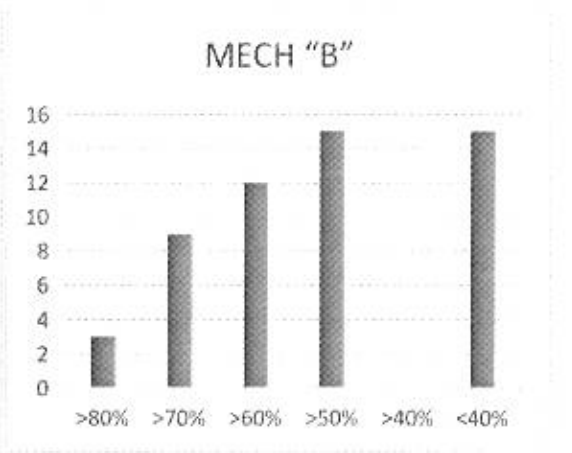
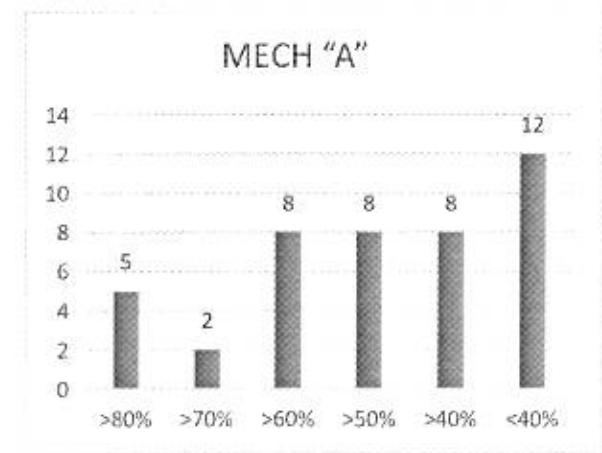
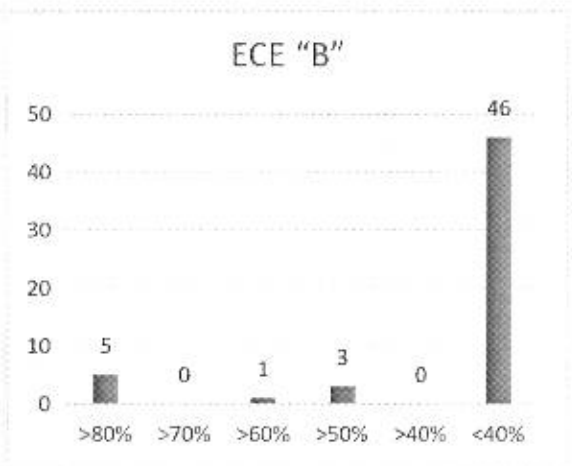
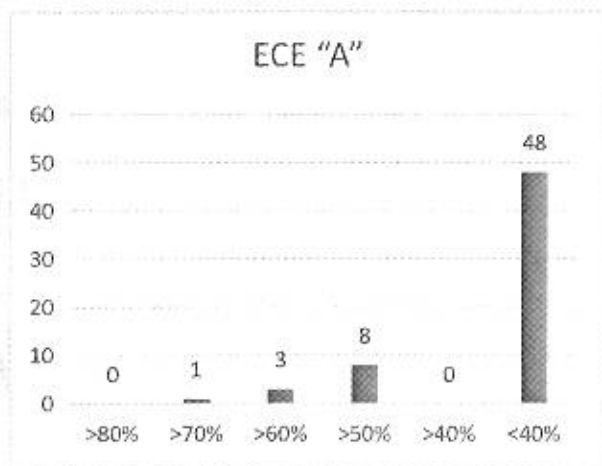
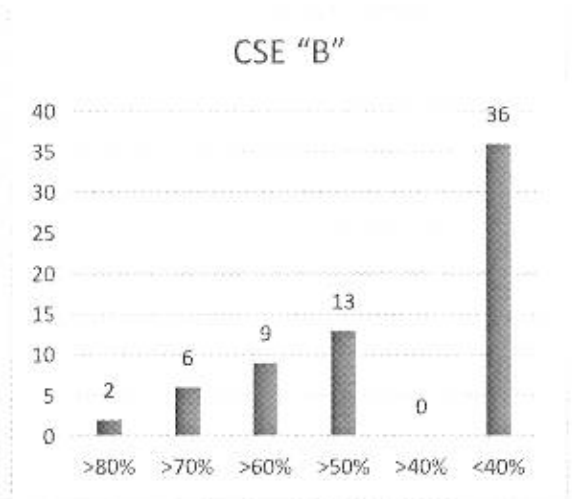
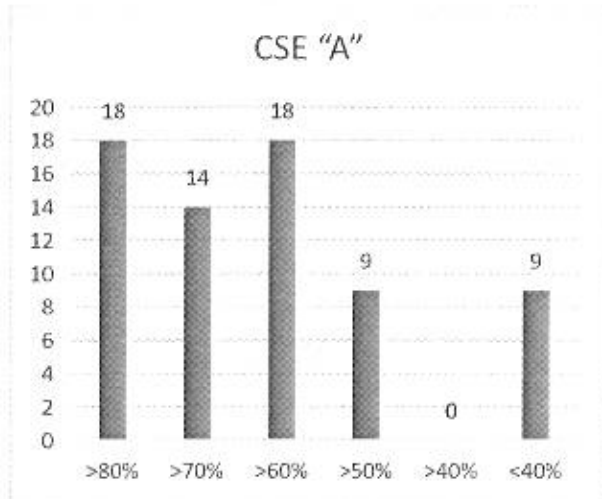
INNOVATION, GROWTH & VALUES

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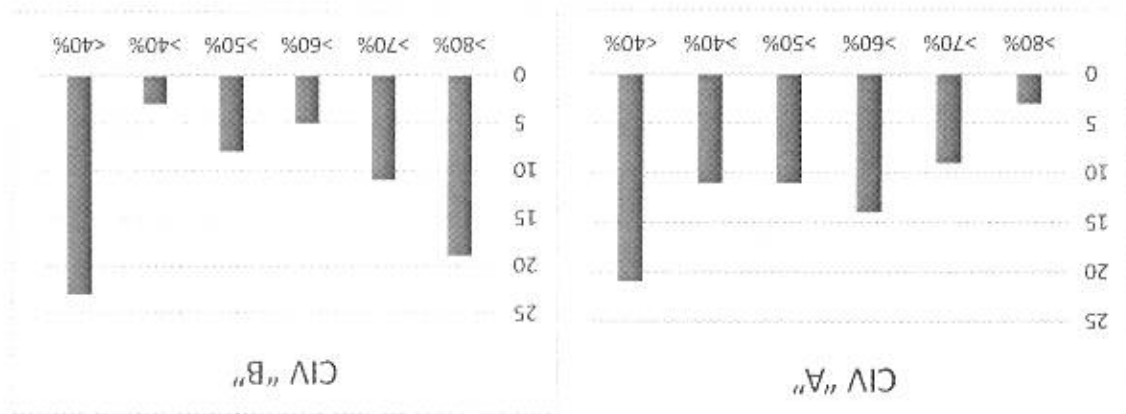
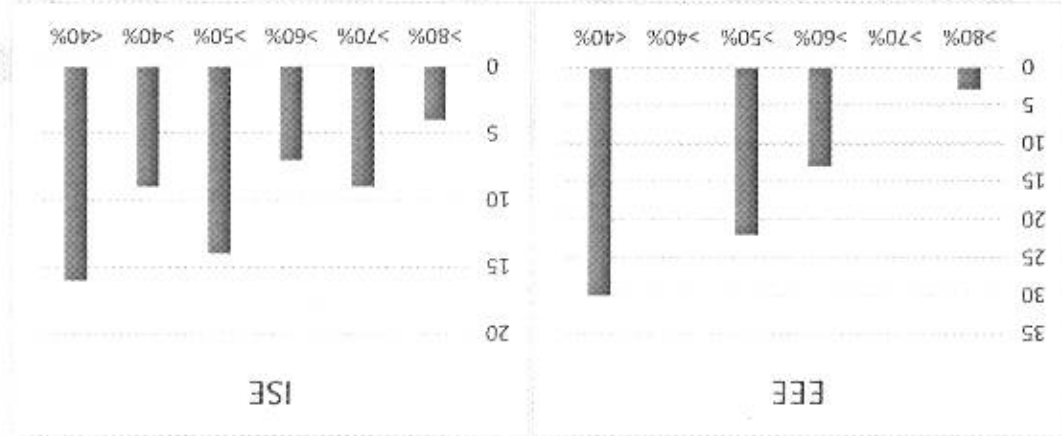
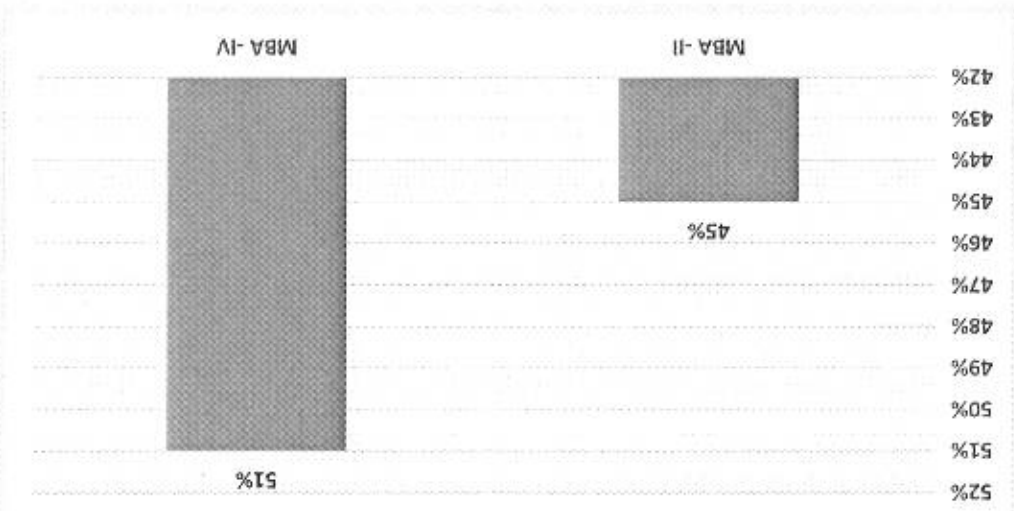


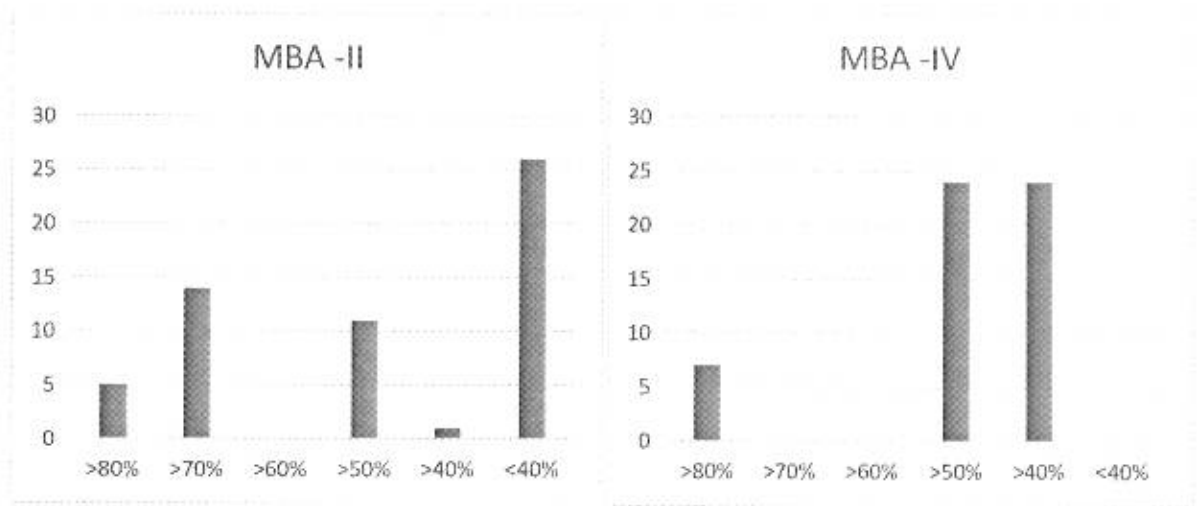


**PRAGNYAN'18 – 4<sup>TH</sup> SEMESTER - STUDENT ATTENDANCE  
PERCENTAGE - ANALYSIS**



### Semester Wise Analysis





**ZESTECH**  
INNOVATION, GROWTH & VALUES

**EVALUATIONS - STUDENT PERFORMANCE TRACKING**

6.

Evaluations form a prime part in Pragnyan 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 Pragnyan 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. Session Wise evaluations happened this 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.



**SESSION WISE – EVALUATIONS – AVERAGE  
SCORES- MODULE WISE**

**4<sup>TH</sup> SEMESTER**

MODULE	CSE "A"	CSE "B"
Blood relations	5.4	6.2
Direction	6.2	7
Ratio proportion and partnership	8	9
Data Sufficiency and Data Interpretation	4	3.9
Everyday English	8	9

MODULE	ECE "A"	ECE "B"
Blood relations	5.8	4.5
Direction	4.2	4.6
Ratio proportion and partnership	6	5
Data Sufficiency and Data Interpretation	5.3	4.4
Everyday English	6	7

MODULE	ISE	EEE
Blood relations	9.2	4.5
Direction	6.2	7.5
Ratio proportion and partnership	7.2	7
Data Sufficiency and Data Interpretation	5	6
Everyday English	3.2	8

MODULE	MECH "A"	MECH "B"
Blood relations	7.5	7
Direction	5	6
Ratio proportion and partnership	2	3
Data Sufficiency and Data Interpretation	3	1

MODULE	ECE "A"	ECE "B"
Alligation and Mixture + Ratio and Proportion	6	5
Permutation	6	4
Combination	6	8
Clocks	7	6
Seating Arrangement	8	4
Probability	7	8

MODULE	CSE "A"	CSE "B"
Alligation and Mixture + Ratio and Proportion	6	5
Permutation	4	3
Combination	6	5
Clocks	8	8
Seating Arrangement	7	9
Probability	5	6
Logical Reasoning and Verbal Ability	6	8
Reading Comprehension	6	6

6<sup>TH</sup> SEMESTER

SCORES-MODULE WISE

SESSION WISE - EVALUATIONS - AVERAGE

MODULE	CIV "A"	CIV "B"
Blood relations	6.5	6.2
Direction	5.4	5.1
Ratio proportion and partnership	6	6
Data Sufficiency and Data Interpretation	7	8
Everyday English	8	8

Everyday English	5	7
------------------	---	---

Logical Reasoning and Verbal Ability	6	5
Reading Comprehension	7	9

MODULE	ISE	EEE
Alligation and Mixture + Ratio and Proportion	5	6
Permutation	7	4
Combination	8	5
Clocks	8	6
Seating Arrangement	8	6
Probability	7	8
Logical Reasoning and Verbal Ability	8	7
Reading Comprehension	7	5

MODULE	CIV "A"	CIV "B"
Alligation and Mixture + Ratio and Proportion	6	8
Permutation	5	4
Combination	4	5
Clocks	8	7
Seating Arrangement	9	6
Probability	5	7
Logical Reasoning and Verbal Ability	7	8
Reading Comprehension	6	8

MODULE	MECH "A"	MECH "B"
Alligation and Mixture + Ratio and Proportion	7	8
Permutation	6	5
Combination	5	6

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8	2	Clocks
5	8	Seating Arrangement
5	6	Probability
5	7	Logical Reasoning and Verbal Ability
8	7	Reading Comprehension



7.

**JANUS'18- 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.

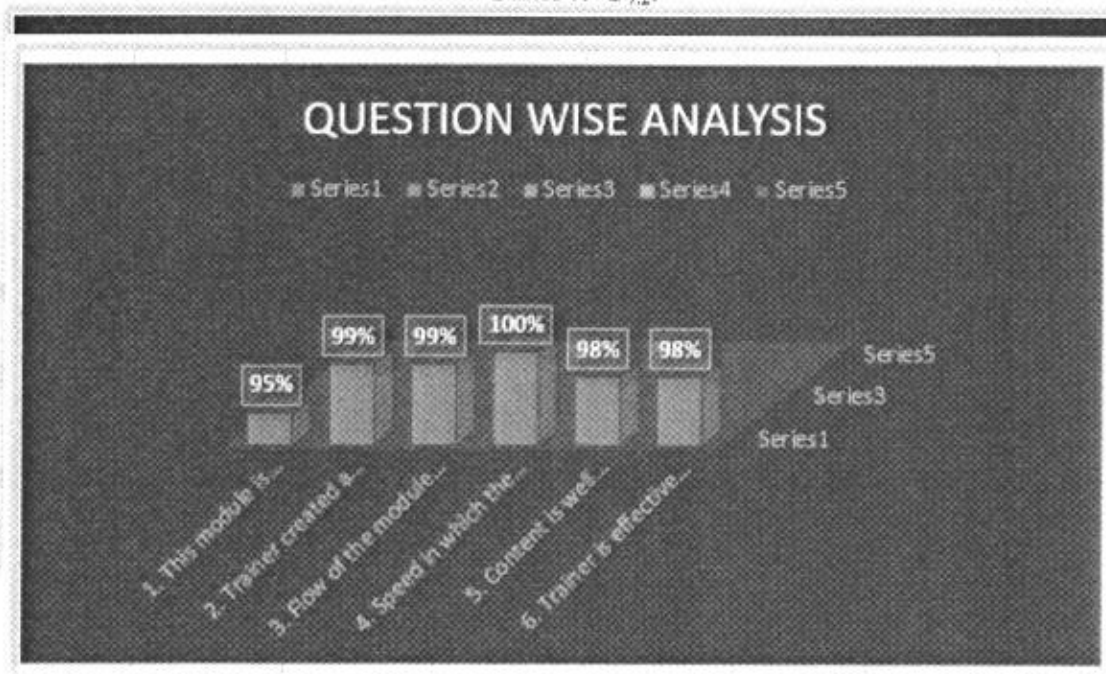
**Chart: C<sub>7.1</sub>.****Chart: C<sub>7.2</sub>.**

Chart: C14

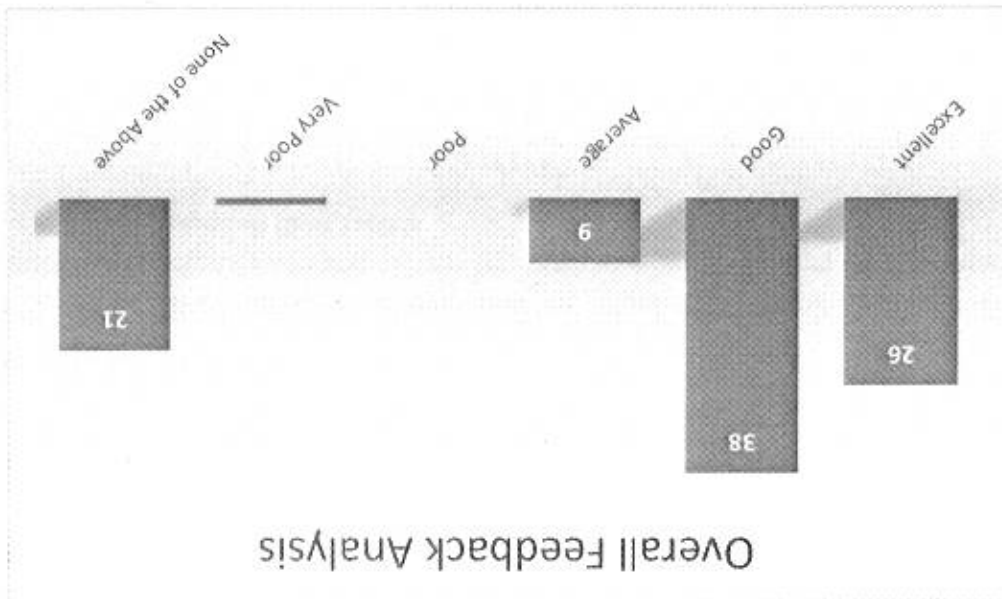


Chart: C14

8.

**DIFFICULTIES FACED BY STUDENTS**

- Students felt that knowledgeable trainers have to be assigned since the trainer change issue was a challenge for the students to get adopted to the new trainer.
- Students felt more sessions of aptitude would help them to understand the concepts and to solve more questions.
- Students found it challenging to take the session wise assessment every Quantitative and Verbal Aptitude Sessions.
- The classroom seating arrangements were of some challenge in setting up group exercises for learning
- More practice evaluation is a challenge for the students to get on to competitive mode, Zlearn will help the students come out of that challenge having many assessments online.
- The awareness of computer based test is nil among the students and gives a lot of difficulty when they reach the placement process, this again is averted when the students start using Zlearn effectively.
- A comprehensive doubt clearing sessions could have helped the students give more clarity and seriousness about their career, this did not happen as the students had certain cultural programs during the weekend and also the fact that they have to leave for their college bus.

10.

**9. ISSUE RESOLUTION WITH TRAINERS**

**A. ZLearn:** The ZLearn tool has been used by ZESTECH to make the process of conducting tests hassle free and provide students with instant results. During Janus students utilized our tool to practice Q & A's for various placement drives/mock drives, and also made use of this tool during Practise test and Mock Tests. This also creates multiple platforms for the students to learn effectively.

- No proper information to students was given regarding the batch or trainer change
- Strategy to bring students to realign is not taken to enhance student placement record

**B. Social Media Interaction:** We at ZESTECH wanted to share information regarding latest tech trends and various information with respect to companies, so we decided to share this info in our official ZESTECH Facebook page so that the reach is very high, we also conducted few contests to keep students active and make use of social networking in a productive way.

**C. Parent Calling:** An amazing initiative to bring across a change in student mindset. The star performers are identified in every session. The details are procured and the respective parents are called to inform the same. This has evolved to a performance increase during the Janus sessions.

**D. R& I Report:** The ZR&I has come up with a comprehensive report which throws light on campus challenges in making the students industry ready. The report is so intense that it clearly shows the shortcomings from the students, campus as well as general behavioral issues both the sides. It is a

constructive report which will enhance the campuses to formulate strategies towards student enhancement.

**F. Centre of Excellence ( COE ):** A one stop solution for the students is set up across campuses for the students' skill enhancement to match the industry requirements. It is a centrifugal body where the students need, interests and coaching happens simultaneously thereby bringing Indian education system to an outcome based structure.

**F. ZESTECH School of Learning ( ZSOL ):** ZESTECH School of learning helps an individual to be industry ready for employment in any field. It also helps individuals to be an ace trainer/coach in the respective field and thereby getting employed in ZSol. The candidates have two choices, either to become a Perfect Personnel and become a trainer with ZSol or to become a Reliable Recruit and choose his/her own employment in the field and organization of choice.

## **11. PARENT INTERACTION – A DYNAMIC INITIATIVE**

### **Why Is Parental Calling Initiated?**

It is always important to encourage students to do better and work harder so that they excel in whatever they are doing and are motivated to keep doing well. We feel appreciating students is the best way to encourage them. This was one of the many reasons parental calling was introduced in the year 2016.

### **How Is It Done?**

Two students are selected as the top performers of the class in every class conducted in all the campuses. Their details i.e. name, semester, branch and their parent's number is noted down and maintained in a dedicated document. The trainer or a representative from ZESTECH calls the parent and acknowledges their kid's response and involvement in the class. The parents are told to contact the IIR department of the college in case of queries in future.

### **What Happens?**

There is a very good chance that the students will try extra hard to do better when they know that they are being recognized. Also, along with recognition in a class of 60, when their parents are called and informed about their progress, they are also being acknowledged about it at home. There is always a sense of pride when your parents are appreciating you for your good work. This way the students stay motivated and their interest level never diminishes.

The parents feel that they are part of their child's college life and growth when they are informed about their progress. Since, placement training classes are being conducted so as to help the students improve their technical skills along with their overall personality to build a successful career; the parents are reassured regarding their child's progress and future when we call them.

### **I Am Professional Badges**

We at ZESTECH want every student recognized and appreciated for the effort they put and want the students to be determined to achieve more. The top performers selected are handed over 'I am professional' badges in the class with a round of applause from all the students. The students are also asked to wear the badge to all the classes henceforth so that they are constantly reminded of what they are capable of and are motivated to stay on the same track.

### **Impact on Students**

The impact this whole process has on the students is quite huge. The students are more confident and assured. The trainers also have told us that the students also open up and start being interactive in the class and don't hesitate to ask questions. This kind of encouragement can go a long way in boosting the confidence of the students and help them participate better in the sessions.

**Positives of the Process**

At the end of Pragnyan, we will have a list of all students who have been selected as the top performers from each class. So, this becomes our database to judge the students who have performed well, who have constantly shown improvement and have in some way benefited from the program.

It is also a huge help for us to have a rough picture as to how the batch will perform in the placement activities in college.

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**12.****ACTION PLAN FOR UPCOMING PRAGNYAN**

1. Seriousness towards assessment and to ensure more assessments happen the upcoming program
2. Disciplinary actions would be taken when the students don't follow the code of conduct laid by Training & Placement department
3. Making the classes more interesting by using audio and visual aid.
4. To conduct communication class, where the focus would be mainly on improving verbal ability of students.
5. New modules which deals with the overall development of the students in all domains
6. Integrating verbal and soft skills in the next Semester so that the development of the student is quick and be gauged easily.
7. More emphasis on technical sessions will happen during the upcoming semester
8. More interaction with HOD's and staff members' has to be initiated
9. Defaulters with regard to dress code, non-bringing of Pragnyan books will be tracked daily to curb that existence
10. Defaulters with regard to absenteeism will be tracked to curb the same in future
11. ZESTECH team of experts have come up with a series of Company Specific Training online which will be live from the coming semester
12. A designated Process Manager for AIT was appointed from this semester and continue the same for the upcoming semester too!

**13.****RESPONSIBILITIES OF TRAINERS**

1. The whole team has put in efforts to make the training a success
2. Trainers were provided with checklist, with many components in it to do and to remind the students in the class.
3. A designated Process Manager from the training team was appointed to help run the training successfully.
4. CCT (Client Communication team) played an important role in communicating with the client. Any changes in the schedule was informed beforehand.
5. Intense check on the attire was initiated
6. Interact with HOD's to know the success of the ongoing training programme
7. Rapport building with the professors and HOD's was very crucial to know the campus better
8. Trainers shared the latest questions and information about placement to the students
9. Parent calling tracker was maintained, the best performer was appreciated. Parents of the students were called and appreciated
10. Motivated students to perform better and to come out of their shell.
11. The seriousness of HR Internal Assessments must be triggered by the trainers right from the first day of training.

#### 14. ANALYSIS OF STUDENTS IN TERMS OF DEVELOPMENT I.E, PRE AND POST TRAINING ANALYSIS

Pre-Training	Post-Training
Most of the students were very reluctant to participate.	Conducted activities in class to help them come of their comfort zone
Social presence of students was very limited	Many quizzes and competition were started to improve their social media presence
Students were not following the HRD dress code	Students were informed about the importance of dressing professionally
Students speaking in English in campus was restricted to a few.	The students felt their level of speaking in English improved to quite an extent
Students knowledge on current affairs was very limited	Trainer took an initiative to speak about current happenings before they start the class. Apart from that Knowledge Junction helped them to gather more information
Awareness on latest technology was limited	Introduction of Zlearn helped the students go on technology mode of learning
Logical Deduction among students was not up to the mark	Aptitude training sessions were designed to improve their logical deduction
Students were not confident on coming to the dais and speaking	Students were able to come up and speak to a certain level. But more to achieve.



## 15. STUDENTS FEEDBACK TOWARDS TRAINING

*"The quantitative aptitude sessions helped to learn a lot of concepts in a very few days. The assessments after the session helped us to understand where we stand."*

-- CSE

*"Placement trainers conduct a lot of activities for us to learn and it is very good. I love it when the same happens next semester also."*

-- EEE

*"More of these sessions are needed for us to learn a lot and implement the same."*

-- MECH

## 16. 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.

  
Dr. C.T. JAYADEVA

Principal B.E.,M.Tech.,Ph.D

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|| Jai Sri Gurudev ||



A

Report on

# pragnyan <sup>-2018</sup>

Skill Enhancement Training Program  
(Aptitude, Soft Skills & Verbal)

(August - November, 2018)

at



**Adichunchanagiri Institute of Technology (AIT),  
Chikmagalur.**

In collaboration with



**Dept. of HRD**

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

Submitted By

**ZESTECH**  
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We are very enchanted and enraptured to thank everyone who made his/her Contributions in their different ways has made this possible. Sincere gratitude is hereby extended to the following people who never ceased in helping PRAAGNYAN-2018 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 PRAAGNYAN 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 Nirmalanandanatha Maha Swamiji, President of Adichunchanagiri Sishana 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, Manager - HR is greatly appreciated. Indeed, without his guidance, we would not be able to put this together. Thank you so much.

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**ACKNOWLEDGEMENT**

## PREFACE

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. **PRAGNYAN'18** Training report provides a framework for understanding necessary elements that happened during the period of 12 Weeks in a way that emphasizes the uniqueness of each improvement area & improved area within the institution for the students. Successful student enhancement in developing the needed skills starts with strong relationships. This report emphasizes the necessary skills in building and maintaining professional growth during the course of studies. It is fundamental to achieve what is required. 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. Until they get this experience, it is up to the expert trainer to provide them with the conceptual foundation and introduce them to the skills necessary for understanding and implementing the same in their professional career. This report will help in understanding these training challenges.

The report is prepared keeping three main goals in mind

- ❖ **Accuracy:** This report is the result of three months of facilitating, researching, training group communication, student's interaction, HR managers' interaction and PRAGNYAN 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.
- ❖ **Simulation of the Student experience:** To describe and explain students' skill development, this report uses realistic examples to help the reader get inside what PRAGNYAN Process is really like. The evaluation report establishes the need for rigorous student seriousness. Student feedback report about trainers gives a detailed view of how the trainers performed which was tracked session wise. The initiatives taken by ZESTECH emphasizes the love for student development.
- ❖ **A structured approach:** PRAGNYAN'19 – report defines student skill achievement in terms of five key elements that can be used to evaluate placement effectiveness.

These elements

1. Class size
2. Interdependence of classmates
3. Student identity based on attendance and evaluation,
4. Institution goals, and
5. Training Goals and Structure

This framework allows students to place new information and skills development into a larger context. . In this report, we will discover the unique dynamics PRAGNYAN Training process and execution, the essential skills that lead to success, and the roles, tasks, and processes that pave the way for effective cooperative work. By examining students from each of these viewpoints, we come to understand the dynamic capacity of each class and learn to treat each class as a unique learning opportunity. To be competent in the process, as this report emphasizes, students must learn to identify each class situation as unique, assess what skills are needed, and effectively apply the appropriate skills and procedures. In essence, the goal of this report is to provide a toolbox from which AIT can draw in any group situation—whether planning a function with a Professional club on campus or participating in a task-oriented group project in an academic context.

This report contains a number of features to enhance student learning:

- ❖ **Putting the Pieces Together boxes:** The five core elements identified previously in defining a class are used as a structure for evaluating group effectiveness.
- ❖ **Skills grounded in a solid research base:** The best advice for student skills enhancement is drawn from industry research and theory, which has identified the most effective processes and results for group interaction.

Thus the skills presented and suggested in the report are research based.

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 PRAGNYAN, syllabus examples for the training course, methods of obtaining feedback from students about the course and their learning experiences and expectations.

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## INTRODUCTION

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.

As a matter of fact, the skill sets are going to be crucial for professionals working in a gamut of fields. These courses come in handy in honing up personal effectiveness as well as the innate leadership skills. These skills are more than a must in corporate setup. One of the most interesting facts of training is that it definitely makes your kin-aesthetic senses coupled with positive atoms. You get more confident in each dealing that you make in your particular field of work. You start making the waves and people start noticing the change in your persona.

The advantage that you gain out of this valuable training facility is that you start getting recognition's of being an indispensable as well as a valuable asset for the organization you are working for. Industry experts do give vent to the opinion that this types of training package does perk up the value in the market.

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.

PRAGNYAN, an intense, well researched, short term training signature program by ZESTECH for engineering students to enhance their skills sets towards placement requirements for the current industry standards. PRAGNYAN, eventually brings a sea change and enhancement in student behaviour and adjustments which ultimately caters to the need of man power demand in the market. Characteristics of PRAGNYAN content and delivery method are used to predict effect sizes and measures of Industry requirement mapping with students' externalizing behaviour. After controlling for differences attributable to research design, PRAGNYAN program components consistently associated with larger effects included increasing positive Trainer - Student interactions and communication skills, coaching students to use time out and the importance of placement consistency, and requiring students to practice new skills with their friends during PRAGNYAN training sessions. Program components consistently associated with smaller effects included teaching students problem solving; coaching students to promote cognitive, academic, or social skills; and providing other, additional services which helps candidates to come out as employable commandos. The results have implications for selection and strengthening of existing Placement Trend.

PRAGNYAN, is one of the signature programs by ZESTECH which matches with NASSCOM's current industry training curriculum which makes this program a-one stop solution for students joining Engineering in any field of their choice. Training is conducted for the Pre-Final Year Students. As it follows a hierarchical, multilevel training methodology, PRAGNYAN re-mediate industry – Campus gaps successfully. Abstract Attention Process in the Program improves student coordination in accomplishing tasks and also develops trainer – student interaction.

The evaluation process helps ZESTECH to identify outcomes in a timely fashion. This helps the campus to tangibly visualize 'Need Vs Reality' and constantly improving training delivery methods to have the ratio to '1'. The assessments will also help in detecting changes that must be made to improve course design, content which dynamically improves the contribution to the overall effectiveness of PRAGNYAN. Assessments happens only a daily basis and for every sessions. Assessments along with student attendance will keep the institution on toes to understand the level of their students which also entitles the students to receive PRAGNYAN Certificate which validates the outcome. As, the Pre- assessment happens before the commencement of the program, the three other evaluations will give us a clear picture of where the student's position is after the training. Outcome based Training Model plays a vital role in giving the change that is needed.

Technology, favors PRAAGNYAN a lot in having videos online for the sessions that students have learned. Videos and trainer interaction online, helps the candidate get in touch with experts constantly even after the training classes are over. Online evaluations will help in understanding students' responsibility factor which will in turn help students to get in touch with the trainers for doubts and clarifications. A powerful research team constantly working on industry requirements, helps to set the training and evaluations in a very vivid manner and constant check on Quality ensures the gaps are bridged.

During the process, star performers are identified extensively. These star performers are the ones who have performed excellently well in the sessions. These candidates' parents are contacted over the phone and giving them the good news about their wards. This, indeed improved students' motivation and was visually seen that the students started participating and performing exemplify well in the training sessions.

All said and Done, PRAAGNYAN is a process to experience reality and engineering student must Savour it.

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## TRAINERS' PROFILE

ZESTECH has set in place an organizational structure that provides clear lines of control, responsibility and communication. In a business as diverse as ZESTECH, there are many different jobs. Its structure is concrete, so to help individuals within the business understand their roles and responsibilities, ZESTECH has a set of Business Principles that demonstrate its commitment to operating ethically and responsibly. This helps every contributor understand where his or her role contributes to overall performance and enables the whole workforce to work together to achieve the business' aims and objectives.

This structure gives contributors clear guidelines for how to proceed, how to take actions, how to accomplish any task. This majorly resolves disagreements among the departments. It not only resolves conflicts, ZESTECH's structure binds the contributors together in any mission that is undertaken. It eventually gives meaning to any contributor joining ZESTECH as well as to ZESTECH itself.

While the need for structure is clear, the best structure for a particular coalition is harder to determine. ZESTECH designed this best structure by keeping in mind who its contributors are. What the setting is and how far the organization has come in its development. ZESTECH lives with values and the main value comes from the strong contributors in key departments.

High-performing knowledge contributors of ZESTECH tend to be self-motivated by intrinsic factors, adding to the opportunity to ZESTECH directly motivate them. Moreover, the complex and exhaustive nature of their work and output limits the ability to directly measure productivity. Simply keeping knowledge contributors "satisfied" won't suffice. In order to retain and sustain high levels of engagement, ZESTECH came up with an explicit strategy and cannot rely upon historical sources of motivation. Traditional sources of motivation like pay, work conditions, and benefits are simply not enough. This was clearly understood in the very beginning of this structure.

ZESTECH is organized by its functions. And these functions are called departments, which plays a major role in the reality of what has been achieved all these years. A combination of all the departments of ZESTECH becomes a well-honed team of professionals with constant rigour of achievement and purpose. These departments are collectively responsible for the organizational growth.

**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. The ACE department which develops content by consulting the experts. Content research is made evasively to support training functionalists. The L&D team of experts more importantly work on identifying skills based gaps and develop training assignments accordingly. Expert rating on trainers happen in a timely fashion. This helps the Trainers in ZESTECH not to compromise on mediocrity. Highly acclaimed training programs were made in the L&D Lab which helps in making a gap free man power. The L&D team members need to deliver one time project at times or work on a project on an ongoing basis, either which ways the team is so dynamic that the task can be completed much less in time.

Learning and Development department of ZESTECH came up with the following four 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

**Consider internal versus external options:** External consultants or custom-built materials may be more cost-effective in the long run if employed early on in the training process that we have. Their expertise and insight can close a performance gap quicker than an internal or off-the-shelf-training solution.

**Mr. Saikumar Y D – Lead-Product and Process - ZESTECH**

A real movie enthusiast and likes to play with numbers during his free time and professionally aims to implement innovative methods of training that aids the trainees to have a brighter career in their respective fields. Motivates and springs in ideas in young minds w.r.t real time analysis, analytical and reasoning skills. Trained over 5000+students in various major institutes across south India, he developed his passion in Aptitude about a year now and constantly derives tricks to break complex problems into simple form in order to deliver it to the students. He constantly upgrades his knowledge by grasping new trends in the field of Quantitative ability.

**Mr. Darshan - Associate Professional – Aptitude**

He has been involved in Aptitude training for more than 3 years with the intention of enhancing the productivity and performance of students in various level of education. He enjoys a good command over development in test papers (online/offline).His strengths include solving Logical Reasoning and has excellent command over Algebra Syllogisms and various other competitive exams pattern like AMCAT and COCUBES.

**Mr. Sabarish - Practitioner – Verbal and Softskills**

He has been a Verbal trainer with 4+ years' experience in corporate and college training in Verbal and Soft skills. He has been successful to equip people with skills required to make them perform with a higher degree of confidence and excellence. He has a good flair in communication and has superb command on English. His focus is inclined towards motivating and nurturing the student community to learn the basics of the English language, thereby helping them to gain self-confidence and also be able to successfully clear the Communication tests.

**Mr. Deepak P N - Practitioner – Verbal**

He has been a Verbal trainer with 4+ years' experience in corporate and college training in Verbal and Soft skills. He has been successful to equip people with skills required to make them perform with a higher degree of confidence and excellence. He has a good flair in communication and has superb command on English. His focus is inclined towards motivating and nurturing the student community to learn the basics of the English language, thereby helping them to gain self-confidence and also be able to successfully clear the Communication tests.

## 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.

Interface of industry trend and module structure is made simple by intensive research by the ZESTECH team of experts who function using a scientific structure and mechanism towards understanding the needs. Everywhere, system is simple to manipulate. However if the pattern of hiring and industry and global industry requirements changes, the Indian market gets into the mode of upgradation. And this is always visible in the module structure every year. Nowhere in the history of ZESTECH is the same content available for training delivery as well. Constant upgradation and learning towards the needs makes the structure of learning more prolific and helpful.

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. All the more, these are the changes and challenges which keeps ZESTECH growing strong. ZESTECH's system of training module design is always Compatible, Expansible and flexible to meet the development of the training module and training itself.

### **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. It is a combination of corporate interaction and ZESTECH's team of experts' module design. The content design will not be visible to the untrained observer, however they always give a powerful outcome to the present and affect all dimensions of unskilled workforce.

3.1. MODULES COVERED FOR 3<sup>RD</sup> SEM ENGINEERING STUDENTS OF AIT

Count	Quantitative and Reasoning Aptitude	Verbal and Logical Aptitude
1	Simple Equations and Ages	Parts of Speech - I
2	Averages	Parts of Speech - II
3	Syllogisms	Parts of Speech - III

Count	SPE
1	Advanced Speaking
2	Turn Coat - An opinion Based Speaking
3	Creation - An Engineer's Style
4	Knowing and Achieving Goals
5	Soft Skills Mela
6	Stream Evolution

3.2. MODULES COVERED FOR 5<sup>TH</sup> SEM ENGINEERING STUDENTS OF AIT

Count	Quantitative and Reasoning Aptitude	Verbal and Logical Aptitude
1	Percentage	Tenses - I
2	Profit & Loss	Tenses - II
3	Time & Work	Tenses - III
4	Time, Speed & Distance	
5	Set Theory	

Count	SPE
1	Idea Generation - An Engineer's Need
2	Creativity and Decision Making
3	Soft Skills Mela - Full Body Communication
4	Tech Savy

## MODULES DESCRIPTION -5<sup>th</sup> SEMESTER

# Quantitative Aptitude - Syllabus

<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>	1. "Quantum CAT" by Sarvesh K Varma. 2. "Quantitative Aptitude for CAT" by Arun Sharma. 3. "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>	1. "Quantum CAT" by Sarvesh K Varma. 2. "Quantitative Aptitude for CAT" by Arun Sharma.		
<b>No of Hours</b>	2 hours		

<b>Module name</b>	Time, Speed and Distance	<b>Domain</b>	Quantitative Aptitude
<b>Module Description</b>	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.		
<b>Module Objective</b>	The students should understand the basic notations and represent the data.		
<b>Module Outcome</b>	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.		
<b>Reference books</b>	1. "Quantum CAT" by Sarvesh K Varma. 2. "Quantitative Aptitude for CAT" by Arun Sharma.		
<b>No of Hours</b>	2 hours		

<b>Module name</b>		Simple Equations and Ages	<b>Domain</b>	Quantitative Aptitude
<b>Module Description</b>		The module explains the concepts of solving an equation with the concept of variables and constants and method of solving the equations by reading and analyzing the questions, solving quadratic equations is also taught.		
<b>Module Objective</b>		The students should understand the basic statistics and the data representation		
<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>		1. "Quantum CAT" by Sarvesh K Varma. 2. "Quantitative Aptitude for CAT" by Arun Sharma.		
<b>No of Hours</b>		2 hours		

<b>Module name</b>		Averages	<b>Domain</b>	Quantitative Aptitude
<b>Module Description</b>		The module explains the concepts averages and the methods of finding the averages and the logic behind finding the solutions with the concept of weighted average. Basics of statistics with mean, median and mode will be taught to the students		
<b>Module Objective</b>		The students should understand the basic statistics and the data representation		
<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>		1. "Quantum CAT" by Sarvesh K Varma. 2. "Quantitative Aptitude for CAT" by Arun Sharma.		
<b>No of Hours</b>		2 hours		

### MODULES DESCRIPTION -3<sup>rd</sup> SEMESTER

<b>Module name</b>		Set Theory	<b>Domain</b>	Reasoning Aptitude
<b>Module Description</b>		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, analyse and understand the data in the easier way.		
<b>Module Objective</b>		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>		1. "Logical Reasoning" by R.S. Agarwal. 2. "Logical Reasoning for CAT" by Arun Sharma		
<b>No of Hours</b>		2 hours		



<b>Module name</b>	Syllogisms	<b>Domain</b>	Logical Aptitude
<b>Module Description</b>	The module explains the concepts on <b>Syllogisms</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, analyse and understand the data in the easier way.		
<b>Module Objective</b>	The students should understand the basic notations and represent the data.		
<b>Module Outcome</b>	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.		
<b>Reference books</b>	1. "Logical Reasoning" by R.S.Aggarwal. 2. "Logical Reasoning for CAT" by Arun Sharma		
<b>No of Hours</b>	2 hours		

### MODULES DESCRIPTION -3<sup>rd</sup> SEMESTER

## Verbal Aptitude - Syllabus

<b>Module names</b>	Parts of Speech I,II and III	<b>Domain</b>	Verbal Aptitude
<b>Module Description</b>	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.		
<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>skilful 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>	1. "English Grammar in Use" by Murphy. 2. "Grammar for IELTS" by Hopkins		
<b>No of Hours</b>	2 hours		

### MODULES DESCRIPTION -5<sup>th</sup> SEMESTER

<b>Module names</b>	Tenses I, II and III	<b>Domain</b>	Verbal Aptitude
<b>Module Description</b>	The module explains the concepts on tenses and the appropriate use of tenses in the everyday English and the grammatical errors will be corrected on spot when the assigned task is verified.		
<b>Module Objective</b>	To equip students with relevant application of different types of tenses that will vitalize their <b>knowledge of application</b> and usage in the module and <b>skilful in identifying basic errors</b> in a sentence. It will <b>equip them in the knowledge</b> to seek correct sentences.		

Module Outcome	To see <b>higher ratio and higher proportion</b> of apt application tenses in student's written and oral communication.
Reference books	1. "English Grammar in Use" by Murphy. 2. "Grammar for IELTS" by Hopkins
No of Hours	2 hours

### MODULES DESCRIPTION -3<sup>rd</sup> SEMESTER

## Soft Skills - Syllabus

Module name	Turn coat - An opinion based speaking	Domain	Soft Skills
Module Description	The module teaches introduces them to opinion based 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.		
Module Objective	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.		
Module Outcome	Students will be able to notice the improvements that they have showcased than compared to their previous presentations.		
No of Hours	2		

Module name	Creation - An Engineer's choice	Domain	Soft Skills
Module Description	This module focus on the creativity and emphasize the creativity in the students by asking them to perform the given task by thinking out of the box.		
Module Objective	Learn <b>effective</b> creativity techniques to solve a case study		
Module Outcome	Students will think out of the box to solve a problem		
No of Hours	2		

Module name	Advance Speaking	Domain	Soft Skills
Module Description	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.		
Module Objective	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.		
Module Outcome	Students will be able to notice the improvements that they have showcased than compared to their previous presentations.		
No of Hours	2		

Module name	Knowing and achieving goals	Domain	Soft Skills
<b>Module Description</b>	This module focus on the importance of goals and the difference between a goal and a career objective and the method of formulating goals and the process involved.		
<b>Module Objective</b>	Learn how to set goals		
<b>Module Outcome</b>	Students will be able to notice the improvements that they have showcased in formulating the methods to achieve goals		
<b>No of Hours</b>	2		

### MODULES DESCRIPTION -5<sup>th</sup> SEMESTER

Module name	Idea Generation-An Engineer's need	Domain	Soft Skills
<b>Module Description</b>	This module focus on the aspects and various dimensions of generating the ideas being conducted by the corporate for selection. 3 sessions of intense coaching ideas and the method of generating ideas		
<b>Module Objective</b>	Learn <b>effective</b> idea formulation skills		
<b>Module Outcome</b>	Students will be able to notice the improvements in execution of the ideas.		
<b>No of Hours</b>	2		

Module name	Creativity and Decision making	Domain	Soft Skills
<b>Module Description</b>	This module focus on Mind Mapping Technique, Random Word Technique and Random Picture Technique and using all the tools to come to a conclusion.		
<b>Module Objective</b>	Learn the technique of Creating ideas and generating the same		
<b>Module Outcome</b>	Students will be able to take the right decisions with decision making matrix		
<b>No of Hours</b>	2		

## MODULE COMPLETION REPORT FOR 5<sup>TH</sup> SEM

AIT – PRAGNYAN Modules Completion data

Modules	CSE	ISE	MECH	CIVIL	EEE	ECE
Percentage	Yes	Yes	Yes	Yes	Yes	Yes
Profit & Loss	Yes	Yes	Yes	Yes	Yes	Yes
Time & Work	Yes	Yes	Yes	Yes	Yes	Yes
Time, Speed & Distance	Yes	Yes	Yes	Yes	Yes	Yes
Set Theory	Yes	Yes	Yes	Yes	Yes	Yes

### Quantitative and Reasoning Aptitude

Modules	CSE	ISE	MECH	CIVIL	EEE	ECE
Tenses -I	Yes	Yes	Yes	Yes	Yes	Yes
Tenses -II	Yes	Yes	Yes	Yes	Yes	Yes
Tenses -III	Yes	Yes	Yes	Yes	Yes	Yes

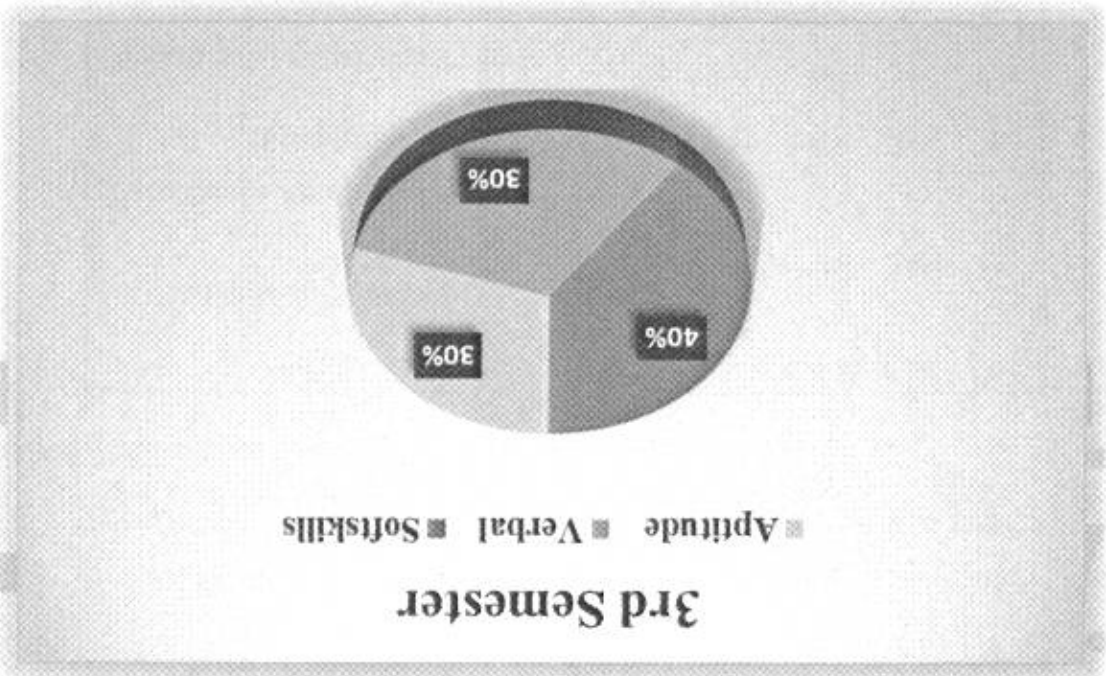
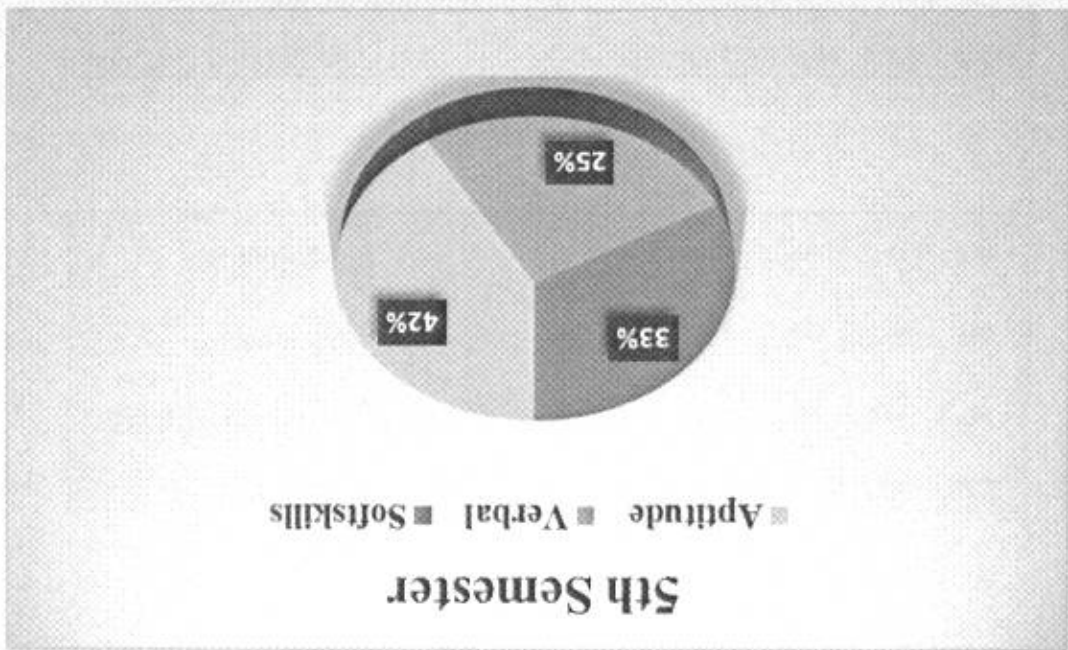
### Verbal Aptitude

Modules	CSE	ISE	MECH	CIVIL	EEE	ECE
Idea Generation - An Engineer's Need	Yes	Yes	Yes	Yes	Yes	Yes
Creativity and Decision Making	Yes	Yes	Yes	Yes	Yes	Yes
Soft Skills Mela - Full Body Communication	Yes	Yes	Yes	Yes	Yes	Yes
Tech Savvy	Yes	Yes	Yes	Yes	Yes	Yes

### Soft Skills



4.1. MODULE COMPLETION REPORT- SEMESTER ANALYSIS



## 5. ATTENDANCE ANALYSIS

AIT, associated with Zestech for PRAGNYAN'18 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 minutes in AIT during PRAGNYAN'18 depending on the doubts and 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 55-60 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.

Apart from this, soft skills modules boost the confidence of students and help them participate better in aptitude and verbal classes. They will interact without hesitation. So, all modules are equally important and are designed to develop the overall personality of the students along with learning.

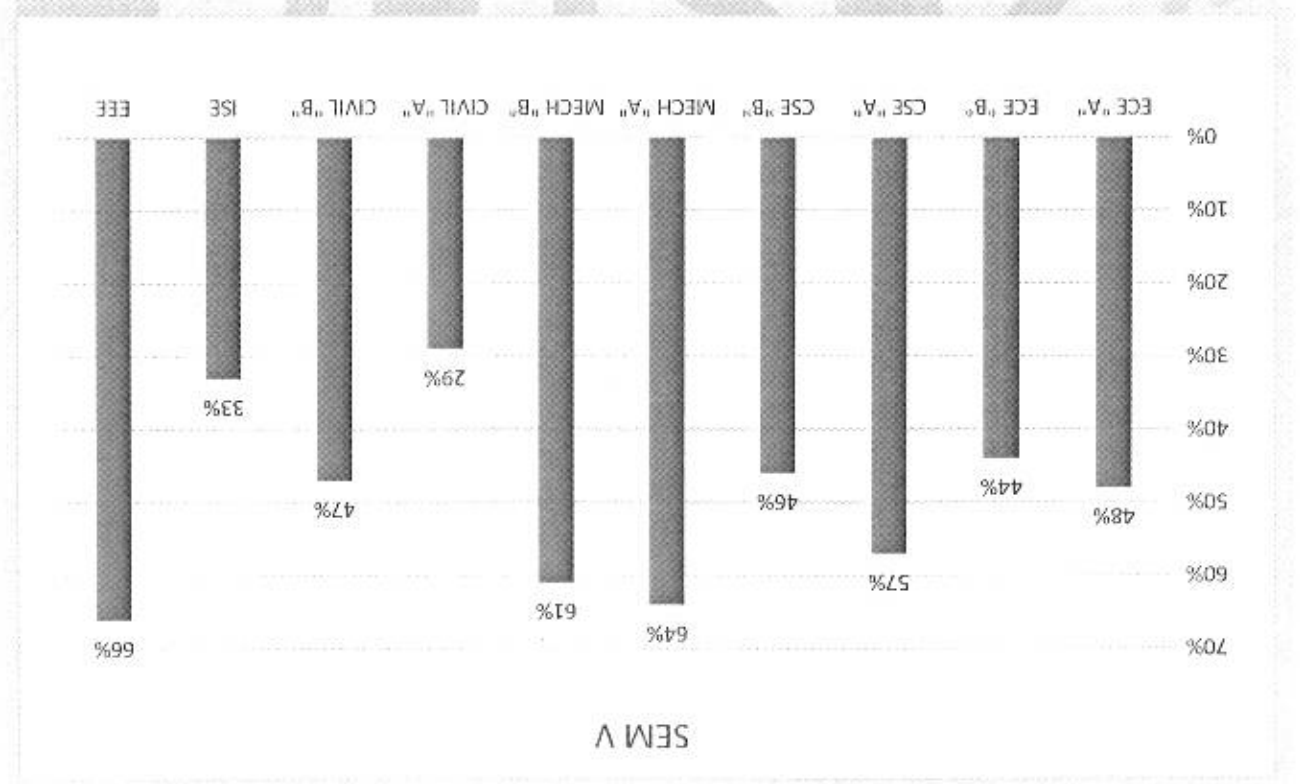
PRAGNYAN'18 has been introduced to provide a foundation for the corporate entry where all the basics are taught in a step-wise manner and the students are given time to understand concepts thoroughly. So, when attendance dips for PRAGNYAN'18, it affects the fundamentals and the students might find it difficult to adapt to corporate life.

There are doubt 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 to create rigor among the team to improve attendance in low lying classes and thereby achieving student enhancement.

INNOVATION, GROWTH & VALUES

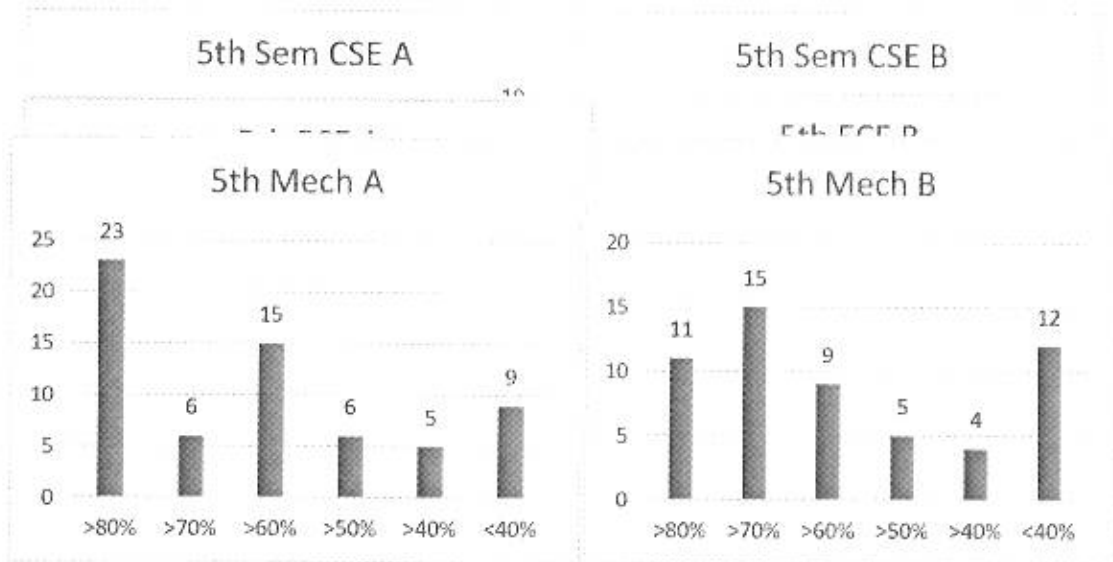
INNOVATION, GROWTH & VALUES  
 75%  
 25%



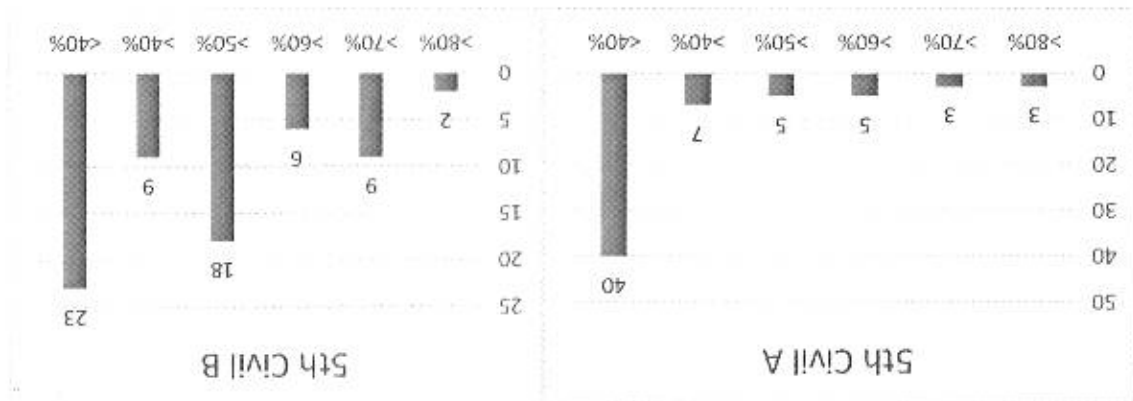
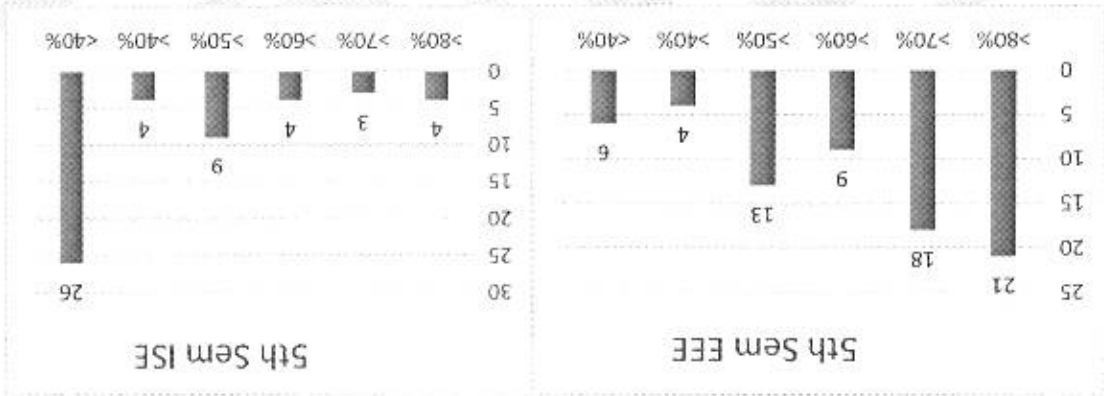
AIT-OVERALL ATTENDANCE ANALYSIS-5<sup>TH</sup> SEMESTER

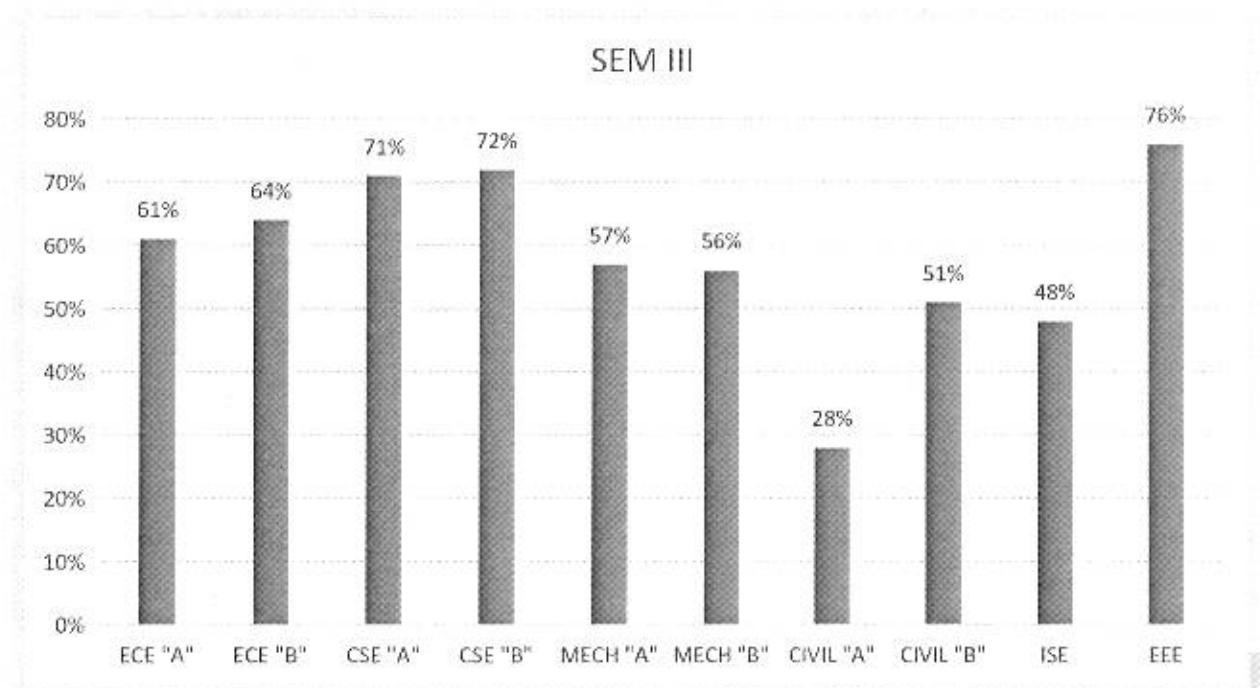


**PRAGNYAN'19 – 5<sup>TH</sup> SEMESTER - STUDENT ATTENDANCE  
PERCENTAGE -ANALYSIS**



INNOVATION, GROWTH & VALUES

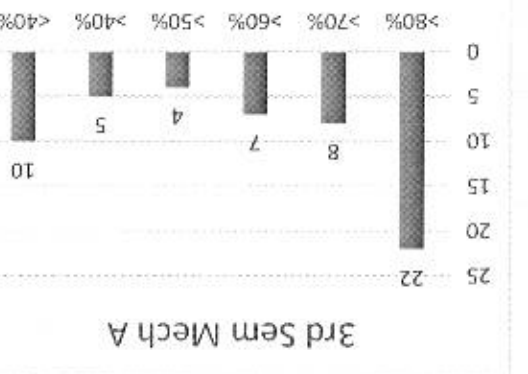
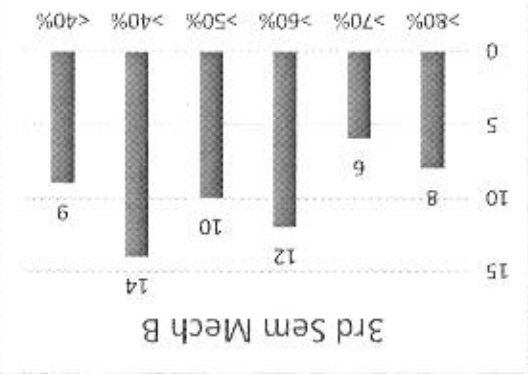
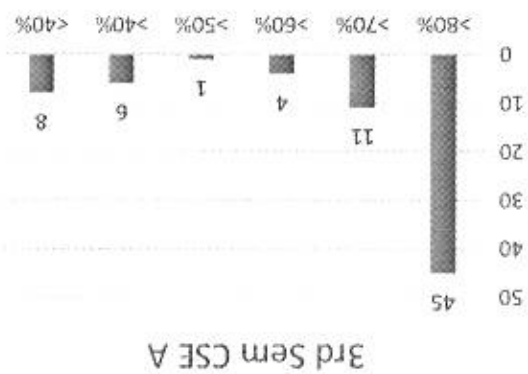
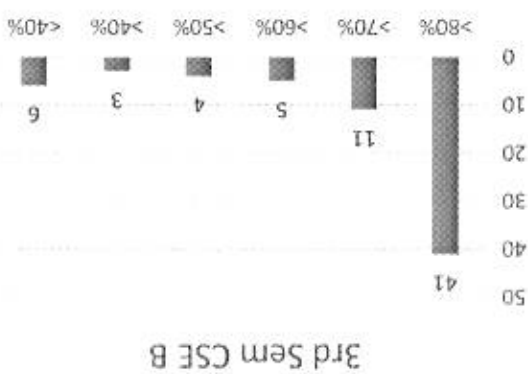


AIT- OVERALL ATTENDANCE ANALYSIS- 3<sup>RD</sup> SEMESTER PERCENTAGE

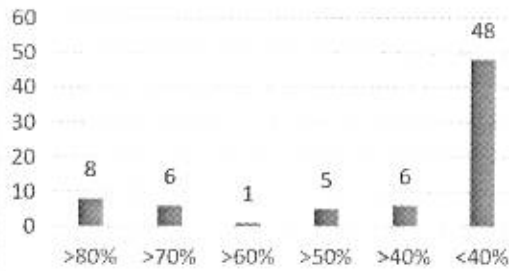
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PRAGNYAN'19 - 3<sup>RD</sup> SEMESTER - STUDENT ATTENDANCE

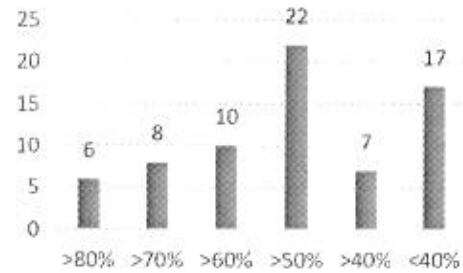
PERCENTAGE - ANALYSIS



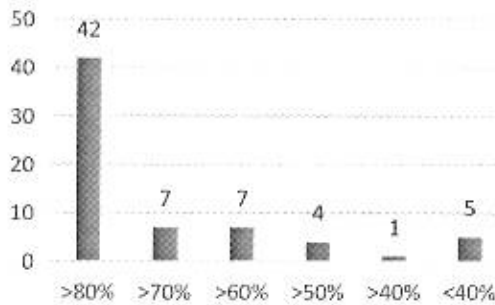
3rd Sem Civil A



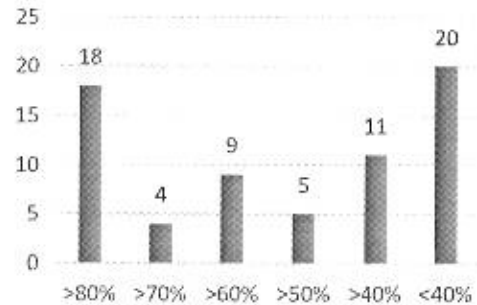
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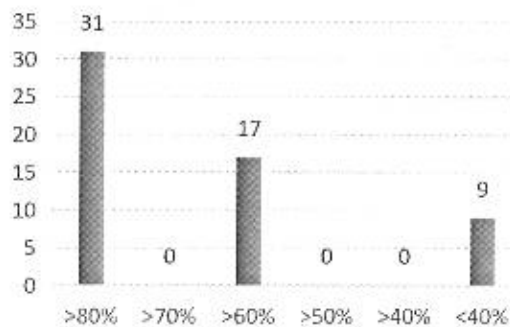
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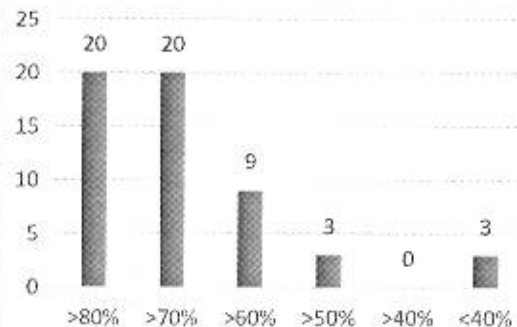
3rd Sem ISE



MBA "I"



MBA "III"



## 6. EVALUATIONS – STUDENT PERFORMANCE TRACKING

Evaluations form a prime part in Pragnyan 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 Pragnyan 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. Session Wise evaluations happened this 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.

**SESSION WISE – EVALUATIONS – AVERAGE  
SCORES- MODULE WISE**

**3<sup>RD</sup> SEMESTER**

MODULE	CSE "A"	CSE "B"
Simple Equation and Ages	5	6
Averages	8	6
Syllogism	8	6
Parts of Speech	7	8

MODULE	ECE "A"	ECE "B"
Simple Equation and Ages	7	8
Averages	8	6
Syllogism	7	9
Parts of Speech	4	6

MODULE	MECH "A"	MECH "B"
Simple Equation and Ages	5	8
Averages	6	9
Syllogism	8	5
Parts of Speech	5	6

MODULE	CIV "A"	CIV "B"
Simple Equation and Ages	2	3
Averages	5	5
Syllogism	5	5
Parts of Speech	5	6

MODULE	EEE	ISE
Simple Equation and Ages	5	6
Averages	6	5
Syllogism	5	8

**SESSION WISE - EVALUATIONS - AVERAGE**  
**SCORES-MODULE WISE**

**5<sup>TH</sup> SEMESTER**

Parts of Speech	5	8
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MODULE	CSE "A"	CSE "B"
Percentages	6	6
Profit and Loss	7	7
Set Theory	8	6
Time and Work	7	8
Time, Speed and Distance	5	6
Tenses	7	8

MODULE	ECE "A"	ECE "B"
Percentages	6	6
Profit and Loss	7	7
Set Theory	8	6
Time and Work	7	8
Time, Speed and Distance	5	6
Tenses	7	8

MODULE	MECH "A"	MECH "B"
Percentages	6	6
Profit and Loss	7	7
Set Theory	8	6
Time and Work	7	8
Time, Speed and Distance	5	6
Tenses	7	8

MODULE	CIV "A"	CIV "B"
Percentages	6	6



Profit and Loss	7	7
Set Theory	8	6
Time and Work	7	8
Time, Speed and Distance	5	6
Tenses	7	8

MODULE	ISE	EEE
Percentages	6	6
Profit and Loss	7	7
Set Theory	8	6
Time and Work	7	8
Time, Speed and Distance	5	6
Tenses	7	8

**ZESTECH**  
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JANUS18-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: C71

Chart: C72

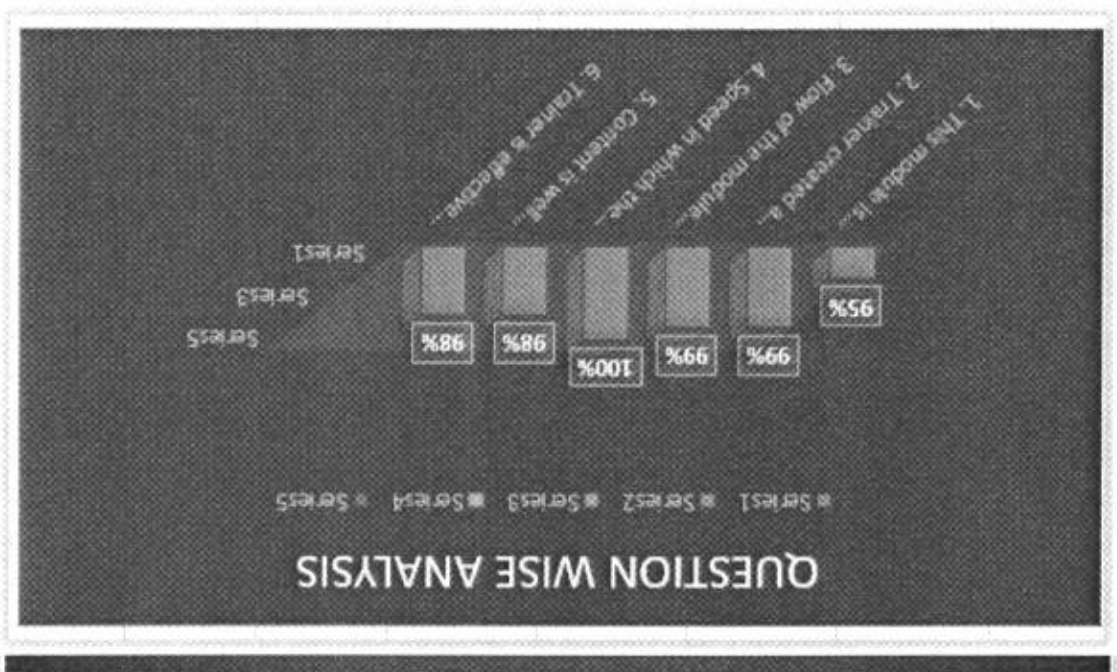


Chart: C<sub>7.3</sub>

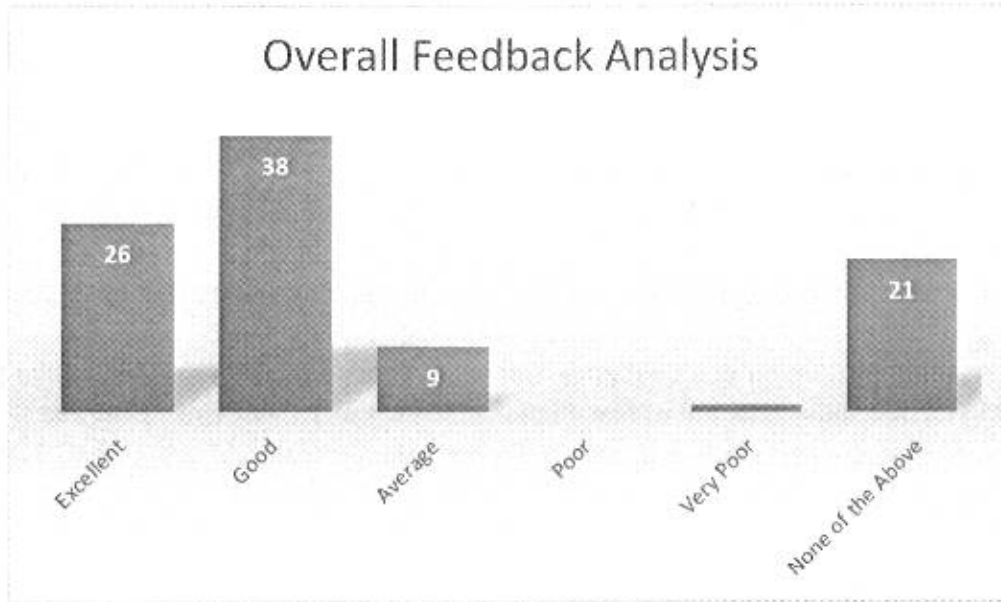


Chart: C<sub>7.4</sub>

**D. R&I Report:** The ZR&I has come up with a comprehensive report which throws light on campus challenges in making the students industry ready. The report is so intense that it clearly shows the shortcomings from the students, campus as well as general behavioral issues both the sides. It is a

**C. Parent Calling:** An amazing initiative to bring across a change in student mindset. The star performers are identified in every session. The details are procured and the respective parents are called to inform the same. This has evolved to a performance increase during the Janus sessions.

**B. Social Media Interaction:** We at ZESTECH wanted to share information regarding latest tech trends and various information with respect to companies, so we decided to share this info in our official ZESTECH Facebook page so that the reach is very high, we also conducted few contests to keep students active and make use of social networking in a productive way.

**A. ZI & Mock Tests:** We at ZESTECH wanted to bring students to realign is not taken to enhance student placement record. This also creates multiple platforms for the students to learn effectively. No proper information to students was given regarding the batch or name change. During Janus students utilized our tool to practice Q & A's for various placement drives/mock drives, and also made use of this tool during Practice test and Mock tests with instant results. During Janus students utilized our tool to practice Q & A's for various placement drives/mock drives, and also made use of this tool during Practice test and Mock tests with instant results.

**9. ISSUES FACED BY TRAINERS**

10.

- Students felt that knowledgeable trainers have to be assigned since the trainer change issue was a challenge for the students to get adopted to the new trainer.
- Students felt more sessions of aptitude would help them to understand the concepts and to solve more questions.
- Students found it challenging to take the session wise assessment every Quantitative and Verbal Aptitude Sessions.
- The classroom seating arrangements were of some challenge in setting up group exercises for learning
- More practice evaluation is a challenge for the students to get on to competitive mode, Zlearn will help the students come out of that challenge having many assessments online.
- The awareness of computer based test is nil among the students and gives a lot of difficulty when they reach the placement process, this again is averted when the students start using Zlearn effectively.
- A comprehensive doubt clearing sessions could have helped the students give more clarity and seriousness about their career, this did not happen as the students had certain cultural programs during the weekend and also the fact that they have to leave for their college bus.

**8. DIFFICULTIES FACED BY STUDENTS**

8.

constructive report which will enhance the campuses to formulate strategies towards student enhancement.

**E. Centre of Excellence ( COE ):** A one stop solution for the students is set up across campuses for the students' skill enhancement to match the industry requirements. It is a centrifugal body where the students need, interests and coaching happens simultaneously thereby bringing Indian education system to an outcome based structure.

**F. ZESTECH School of Learning ( ZSOL ):** ZESTECH School of learning helps an individual to be industry ready for employment in any field. It also helps individuals to be an ace trainer/coach in the respective field and thereby getting employed in ZSol. The candidates have two choices, either to become a Perfect Personnel and become a trainer with ZSol or to become a Reliable Recruit and choose his/her own employment in the field and organization of choice.

The impact this whole process has on the students is quite huge. The students are more confident and assured. The trainers also have told us that the students also open up and start being interactive in the class and don't hesitate to ask questions. This kind of encouragement can go a long way in boosting the confidence of the students and help them participate better in the sessions.

### Impact on Students

We at ZESTECH want every student recognized and appreciated for the effort they put and want the students to be determined to achieve more. The top performers selected are handed over 'I am professional' badges in the class with a round of applause from all the students. The students are also asked to wear the badge to all the classes henceforth so that they are constantly reminded of what they are capable of and are motivated to stay on the same track.

### I Am Professional Badges

The parents feel that they are part of their child's college life and growth when they are informed about their progress. Since, placement training classes are being conducted so as to help the students improve their technical skills along with their overall personality to build a successful career, the parents are reassured regarding their child's progress and future when we call them.

There is a very good chance that the students will try extra hard to do better when they know that they are being recognized. Also, along with recognition in a class of 60, when their parents are called and informed about their progress, they are also being acknowledged about it at home. There is always a sense of pride when your parents are appreciating you for your good work. This way the students stay motivated and their interest level never diminishes.

### What Happens?

Two students are selected as the top performers of the class in every class conducted in all the campuses. Their details i.e. name, semester, branch and their parent's number is noted down and maintained in a dedicated document. The trainer or a representative from ZESTECH calls the parent and acknowledges their kid's response and involvement in the class. The parents are told to contact the HR department of the college in case of queries in future.

### How Is It Done?

It is always important to encourage students to do better and work harder so that they excel in whatever they are doing and are motivated to keep doing well. We feel appreciating students is the best way to encourage them. This was one of the many reasons parental calling was introduced in the year 2016.

### Why Is Parental Calling Initiated?

## 11. PARENT INTERACTION – A DYNAMIC INITIATIVE

**Positives of the Process**

At the end of Pragnyan, we will have a list of all students who have been selected as the top performers from each class. So, this becomes our database to judge the students who have performed well, who have constantly shown improvement and have in some way benefited from the program.

It is also a huge help for us to have a rough picture as to how the batch will perform in the placement activities in college.



12.

ACTION PLAN FOR UPCOMING PRAAGNYAN

1. Seriousness towards assessment and to ensure more assessments happen the upcoming program
2. Disciplinary actions would be taken when the students don't follow the code of conduct laid by Training & Placement department
3. Making the classes more interesting by using audio and visual aid.
4. To conduct communication class, where the focus would be mainly on improving verbal ability of students.
5. New modules which deals with the overall development of the students in all domains
6. Integrating verbal and soft skills in the next Semester so that the development of the student is quick and be gauged easily.
7. More emphasis on technical sessions will happen during the upcoming semester
8. More interaction with HOD's and staff members' has to be initiated
9. Defaulters with regard to dress code, non-bringing of Pragnyan books will be tracked daily to curb that existence
10. Defaulters with regard to absenteeism will be tracked to curb the same in future
11. ZESTECH team of experts have come up with a series of Company Specific Training online which will be live from the coming semester
12. A designated Process Manager for AIT was appointed from this semester and continue the same for the upcoming semester too!

13.

RESPONSIBILITIES OF TRAINERS

1. The whole team has put in efforts to make the training a success
2. Trainers were provided with checklist, with many components in it to do and to remind the students in the class.
3. A designated Process Manager from the training team was appointed to help run the training successfully.
4. CCT (Client Communication team) played an important role in communicating with the client. Any changes in the schedule was informed beforehand.
5. Intense check on the attire was initiated
6. Interact with HOD's to know the success of the ongoing training programme
7. Rapport building with the professors and HOD's was very crucial to know the campus better
8. Trainers shared the latest questions and information about placement to the students
9. Parent calling tracker was maintained, the best performer was appreciated. Parents of the students were called and appreciated
10. Motivated students to perform better and to come out of their shell.
11. The seriousness of HR Internal Assessments must be triggered by the trainers right from the first day of training.



**14. ANALYSIS OF STUDENTS IN TERMS OF DEVELOPMENT I.E, PRE AND POST TRAINING ANALYSIS**

<b>Pre-Training</b>	<b>Post-Training</b>
Most of the students were very reluctant to participate.	Conducted activities in class to help them come out of their comfort zone
Social presence of students was very limited	Many quizzes and competition were started to improve their social media presence
Students were not following the HRD dress code	Students were informed about the importance of dressing professionally
Students speaking in English in campus was restricted to a few.	The students felt their level of speaking in English improved to quite an extent
Students knowledge on current affairs was very limited	Trainer took an initiative to speak about current happenings before they start the class. Apart from that Knowledge Junction helped them to gather more information
Awareness on latest technology was limited	Introduction of Zlearn helped the students go on technology mode of learning
Logical Deduction among students was not up to the mark	Aptitude training sessions were designed to improve their logical deduction
Students were not confident on coming to the dais and speaking	Students were able to come up and speak to a certain level. But more to achieve.

INNOVATION, GROWTH & VALUES

Principal  
Adichunchanagin Institute of Technology  
CHIKKAMAGALURU-577102

B.E.,M.Tech.,Ph.D  
DR. C.T. JAYADEVA

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

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.

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.

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.

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.

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.

## 16. SUMMARY

-- MECH

"More of these sessions are needed for us to learn a lot and implement the same."

-- ISE

"Placement trainers conduct a lot of activities for us to learn and it is very good. I love it when the same happens next semester also."

-- CIVIL

"The quantitative aptitude sessions helped to learn a lot of concepts in a very few days. The assessments after the session helped us to understand where we stand."

## 15. STUDENTS FEEDBACK TOWARDS TRAINING

15.

**ZESTECH**  
INNOVATION, GROWTH & VALUES

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## Career guidance for students

### *Aptitude, Soft Skills, Verbal & Technical*

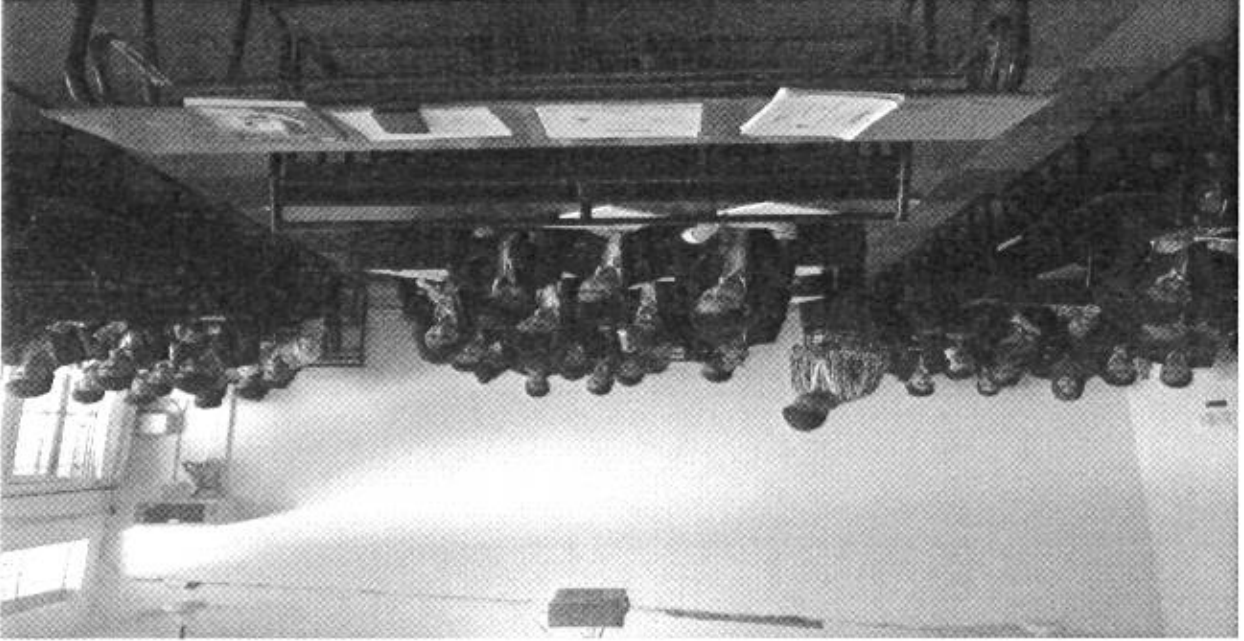


Students Participation in an Activity



Students Participation in an Activity

Students are attending in Technical classes



Students are attending in aptitude classes





Students are attending in soft skill and verbal classes

