

|| Jai Sri Gurudev ||
Sri Adichunchanagiri Shikshana Trust ®

Adichunchanagiri Institute of Technology, Chikkamagaluru
Department of HRD

Date: 19.06.2019

CIRCULAR

All 6th semester students are hereby informed that short term training (JANUS) will commence from 5th July, 2019. In this regard, all are informed to attend the training without fail. Training fee is Rs. 7,000 for all branch students

Note: Training fee has to be paid along with your tuition fee

Venue : BGS Seminar Hall
Reporting Time: 9 AM

Copy to:

- 1. All HOD's

C. T. Jayadeva
Dr. C. T. JAYADEVA
 Principal B.E.,M.Tech.,Ph.D.
 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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Adichunchanagiri Institute of Technology

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pragnyan
2019

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BGS Group of Technical Institutions (BGS-GTI)

SI No	USN	Name	Gender	Branch
1	4ai16cv097	Shaik zafar ayub	Male	Civil
2	4AI16CV036	KARTHIKA H T	Male	Civil
3	4AI16CV040	KRUPA AN	Female	Civil
4	4AI16CV121	VIKASGOWDA N P	Male	Civil
5	4AI16CV090	SAHANA INDRESH M	Female	Civil
6	4AI16CS111	THRUPTHI L C	Female	CSE
7	4AI16CS129	CHITRA RM	Female	CSE
8	4AI16CS042	MEGHANA D Y	Female	CSE
9	4AI16CS089	SINCHANA S B	Female	CSE
10	4AI16CS114	Vaishnavi C O	Female	CSE
11	4AI16CS043	MOHAMMED NIHAL KHAN	Male	CSE
12	4AI16CS004	ALFIYA BANU	Female	CSE
13	4AI16CS104	SUPRIYA S K	Female	CSE
14	4AI16CS094	Sourab Saklecha	Male	CSE
15	4AI16CS070	ROJA K.S	Female	CSE
16	4ai16cs082	Sharath K R	Male	CSE
17	4AI16CS057	POOJA NK	Female	CSE
18	4ai16cs028	Jayashree	Female	CSE
19	4AI16CS031	Karthik N L	Male	CSE
20	4AI16CS023	Deepak N R	Male	CSE
21	4AI16CS056	POOJA B S	Female	CSE
22	4AI16CS056	POOJA B S	Female	CSE
23	4AI16CS108	Swathi. B. S	Female	CSE
24	4AI16CS080	SANJANA R G	Female	CSE
25	4AI16CS110	THATPRANA J S	Female	CSE
26	4AI16CS119	VEDA B	Female	CSE
27	4AI16CS021	CHINTHANA M C	Female	CSE
28	4AI16CS017	BRUNDA.D	Female	CSE
29	4AI16CS074	samruddhi D.K	Female	CSE
30	4AI16CS037	KRUTHIKA G NAYAK	Female	CSE
31	4AI16CS012	BHAGYASHREE H D	Female	CSE
32	4AI16CS074	SAMRUDDHI D.K	Female	CSE
33	4AI16CS097	SPANDANA S	Female	CSE
34	4AI16CS048	NAYANA KS	Female	CSE
35	4AI16CS007	ANUSHA K N	Female	CSE
36	4AI16CS109	SWATHI S	Female	CSE
37	4AI16CS044	MOUNA J	Female	CSE
38	4AI16CS122	Vindya koppad	Female	CSE
39	4AI16CS015	BINDUSHREE C	Female	CSE
40	4AI15CS064	NIDHI A R	Female	CSE
41	4AI16CS018	CHANDANA H Y	Female	CSE
42	4AI16CS072	SADVI N.B	Female	CSE
43	4AI16CS087	SHRUTHA R JAIN	Female	CSE
44	4AI16CS077	Sandesh S	Male	CSE
45	4ai17cs403	Manikanta cr	Male	CSE
46	4AI16CS078	SANJANA J	Female	CSE

47	4AI16CS027	HARSHA H K	Male	CSE
48	4AI16CS127	Pooja C P	Female	CSE
49	4AI16CS079	Sanjana R	Female	CSE
50	4AI16CS113	VAISHNAVI A R	Female	CSE
51	4AI16CS046	NAMITHA M.TAPSE	Female	CSE
52	4ai16cs098	Sparsha B.R	Female	CSE
53	4AI16CS117	Varun A S	Male	CSE
54	4ai16cs107	Sushmitha C S	Female	CSE
55	4AI16CS013	BHOOMIKA G S	Female	CSE
56	4AI16CS030	KALPASHREE Y	Female	CSE
57	4AI16CS024	DEEPIKA D P	Female	CSE
58	4AI17CS600	RANJITH D S	Male	CSE
59	4AI16CS023	Deepak NR	Male	CSE
60	4AI16CS092	SOUMYA H	Female	CSE
61	4AI16CS108	SWATHI B S	Female	CSE
62	4AI16CS042	MEGHANA D Y	Female	CSE
63	4ai16cs100	Sristi Bagamane	Female	CSE
64	4AI16CS096	SPANDANA HP	Female	CSE
65	4ai17cs403	MANIKANTA C R	Male	CSE
66	4AI16CS039	MADHUMITHA K M	Female	CSE
67	4AI16CS115	VAISHNAVI RAO	Female	CSE
68	4AI16CS033	KAVYA.S.K.	Female	CSE
69	4AI16CS016	BINDUSREE B R	Female	CSE
70	4AI16CS006	ANANYA K V	Female	CSE
71	4AI16CS035	KHALEEL AHAMED	Male	CSE
72	4AI16CS011	BABITHA.B	Female	CSE
73	4AI16CS064	RAHUL S	Male	CSE
74	4AI16CS026	Gourav B R	Male	CSE
75	4AI16CS036	Kowshik V	Male	CSE
76	4AI16CS086	SHRIKARAN C N	Male	CSE
77	4AI16CS046	NAMITHA M TAPSE	Female	CSE
78	4ai16cs047	Naveen P Parvathaneni	Male	CSE
79	4AI16CS014	Bhoomika K	Female	CSE
80	4AI16CS055	POOJA.BR	Female	CSE
81	4AI16CS053	NISWARTH V SHETTY	Male	CSE
82	4ai16cs110	Thatprana J S	Female	CSE
83	4AI17CS401	AMITH N.L	Male	CSE
84	4AI16cs063	RAHUL .A	Male	CSE
85	4AI16CS054	P Pradeep Kumar	Male	CSE
86	4AI16CS052	NISHANTH KR	Male	CSE
87	4AI16CS029	JEEVAN A S	Male	CSE
88	4AI16CS058	Pooja S	Female	CSE
89	4ai16cs073	Sahana desai	Female	CSE
90	4AI16CS091	SNEHA K	Female	CSE
91	4AI16CS126	YASHASWINI K	Female	CSE
92	4AI17CS409	VIJETHA.B.S	Female	CSE

93	4AI17CS404	SACHIN H G	Male	CSE
94	4AI16CS049	NESARA B.R	Female	CSE
95	4AI16CS068	Ramyashree C A	Female	CSE
96	4AI16CS072	SADVI N B	Female	CSE
97	4AI16CS076	SAMRUDHI H R	Female	CSE
98	4AI16CS008	ANUVIKA.A.S	Female	CSE
99	4ai16cs090	Sinchana S Gowda	Female	CSE
100	4AI16CS019	CHINMAYEE	Female	CSE
101	4AI16CS128	SHREYA K V	Female	CSE
102	4AI16CS102	SUMANTHA M K	Male	CSE
103	4AI16CS093	SOUNDARYA GOGATE T S	Female	CSE
104	4AI16CS034	Kavyashree C.M	Female	CSE
105	4AI16CS040	Manisha P Beeraiah	Female	CSE
106	4AI16CS012	BHAGYASHREE HD	Female	CSE
107	4AI16CS112	TULASIDAS MAHADEV NAIK	Male	CSE
108	4AI16CS022	CHIRAG .M R	Male	CSE
109	4AI16CS051	NISCHITHA K S	Female	CSE
110	4AI16CS101	Srusti RBS	Female	CSE
111	4AI16CS105	Surya C P	Male	CSE
112	4AI16CS017	BRUNDA D	Female	CSE
113	4AI16CS085	SHREYA B R	Female	CSE
114	4AI16CS025	GADDI CHETAN	Male	CSE
115	4AI16CS070	ROJA KS	Female	CSE
116	4AI16CS003	AGNES SANMATHI D	Female	CSE
117	4AI16CS075	SAMRUDH PATEL DM	Male	CSE
118	4AI16CS113	Vaishnavi A R	Female	CSE
119	4AI16CS062	RACHANA N VANAGUR	Female	CSE
120	4AI16EC041	Harshitha A J	Female	ECE
121	4AI16EC016	BHOOMIKA A S	Female	ECE
122	4ai16ec081	RAJATH M BANGRE	Male	ECE
123	4AI16EC055	Madhushree H C	Female	ECE
124	4AI17EC419	SINDHU Y S	Female	ECE
125	4ai16ec088	Sachin k	Male	ECE
126	4AI16EC094	SANTHOSHA K L	Male	ECE
127	4ai16ec098	SHILPA N	Female	ECE
128	4AI16EC037	H J ABHISHEK GOWDA	Male	ECE
129	4ai16ec047	Kalakshi Shivanand Shirasangi	Female	ECE
130	4AI16EC073	POOJA B M	Female	ECE
131	4AI16EC086	ROHITH S M	Male	ECE
132	4AI16EC107	SURABHI KOULAGI	Female	ECE
133	4ai16ec102	Sinora Teresa Pereira	Female	ECE
134	4AI16EC052	KIRAN KUMAR B G	Male	ECE
135	4AI16EC068	Nishanth N	Male	ECE
136	4ai16ec012	Anvitha k s	Female	ECE
137	4AI16EC126	AL HADIYA	Female	ECE
138	4AI16EC120	VIJITHA H M	Female	ECE

139	4AI16EC116	USHA D	Female	ECE
140	4AI16EC109	SUSHMITHA H R	Female	ECE
141	4AI16EC048	KARTHIK N M	Male	ECE
142	4AI16EC028	DANIYA SHAWAR C Y	Female	ECE
143	4AI16EC057	MANDIRA .V. PRIYADARSHINI	Female	ECE
144	4AI16EC039	HARINI U B	Female	ECE
145	4AI16EC099	SHOBHITHA	Female	ECE
146	4ai16ec122	Vinutha D p	Female	ECE
147	4AI16EC124	YASHVANTH JE	Male	ECE
148	4AI16EC035 by	GAGANA T S	Female	ECE
149	4AI16EC092	Sandeep Urs K P	Male	ECE
150	4ai16ec110	Swathi S Shetty	Female	ECE
151	4AI17EC411	Milana C K	Female	ECE
152	4AI16EC071	PALLAVI HG	Female	ECE
153	4ai17ec408	Likhitha K P	Female	ECE
154	4AI17EC408	LIKHITHA K P	Female	ECE
155	4AI16EC027	Daivik k	Male	ECE
156	4AI16EC113	T DHANAVARSHINI	Female	ECE
157	4AI16EC079	RACHANA K	Female	ECE
158	4AI17EC412	Pooja K R	Female	ECE
159	4ai17ec418	Shilpa B Malladada	Female	ECE
160	4ai17ec406	Keerthana C P	Female	ECE
161	4ai16ec020	Bhuvan H G	Male	ECE
162	4ai17ec404	Chidananda R R	Male	ECE
163	4AI16EC033	GAGAN PB	Male	ECE
164	4AI16EC008	ANUPAMA K B	Female	ECE
165	4AI16EC038	HAMPANA H B	Female	ECE
166	4AI16EC059	MEGHA S	Female	ECE
167	4AI16EC067	NISARGA.G.S	Female	ECE
168	4AI16EC006	AMRUTHA M G	Female	ECE
169	4AI16EC093	SANNIDHI KM	Female	ECE
170	4AI16EC036	GANAVID H	Female	ECE
171	4AI16EC106	SUPRITHA NJ	Female	ECE
172	4AI16EC101	SHWETHA	Female	ECE
173	4ai16ec083	Reethu BR	Female	ECE
174	4ai16ec104	Shree Gowri HK	Female	ECE
175	4AI16EC118	VARSHA P M	Female	ECE
176	4AI16EC054	MADHURA MD	Female	ECE
177	4AI16EC108	SURYA H R	Male	ECE
178	4AI16EC002	ACHYUT S BHAT	Male	ECE
179	4AI17EC4Q1	MILANA C K	Female	ECE
180	4AI16EC100	SHRAVYA.A.P	Female	ECE
181	4AI16EC034	GAGANA S	Female	ECE
182	4ai16ec084	Riyana Akshatha Carlo	Female	ECE
183	4ai16ec018	Bhoomika N S	Female	ECE
184	4ai16ec011	ANUSHA V P	Female	ECE

185	4AI17EC413	POOJA U	Female	ECE
186	4AI16EC025	CHARAN RAJ	Male	ECE
187	4ai16ec003	Afifa taj m n	Female	ECE
188	4AI16EC040	HARSHA NANDIHALLI	Male	ECE
189	4AI16EC061	MUJTABA FAYEZ	Male	ECE
190	4AI16EC035	GAGANA T S	Female	ECE
191	4AI16EC090	SAHANA B V	Female	ECE
192	4AI16EC059	MEGHA S	Female	ECE
193	4AI16EC013	ARPITHA D	Female	ECE
194	4AI16EC042	HEMARAJU C O	Male	ECE
195	4AI15EC013	RISHIK GOWDA B.R	Male	ECE
196	4AI16EC117	UTHAM G NAIK	Male	ECE
197	4AI16EC077	PRUTHVI D	Female	ECE
198	4AI16EC077	PRUTHVI D	Female	ECE
199	4AI16EC093	SANNIDHI K M	Female	ECE
200	4AI16EC010	ANUSHA K J	Female	ECE
201	4AI16EC074	Pooja D	Female	ECE
202	4AI16EC031	EESHWARI G.M	Female	ECE
203	4AI16EC127	SHANKRU NADAGER	Male	ECE
204	4AI16EC114	Ullas CN	Male	ECE
205	4AI16EC065	NAVYA P K	Female	ECE
206	4AI16EC075	POOJA D M	Female	ECE
207	4AI16EE010	Apoorva T.S	Female	EEE
208	4AI16EE050	SAHANA A M	Female	EEE
209	4AI16EE029	LAXMI PUJAR	Female	EEE
210	4AI16EE019	CHANDINI U R	Female	EEE
211	4AI16EE037	NAMRATHA L SHENOY	Female	EEE
212	4AI16EE034	MOHAMMED ALI D.B.	Male	EEE
213	4AI16EE027	KARTHIK B K	Male	EEE
214	4AI16EE052	SAHANA K.S	Female	EEE
215	4AI16EE001	AASIMA RIAZ	Female	EEE
216	4AI16EE029	LAXMI	Female	EEE
217	4AI16EE043	POOJA K.G	Female	EEE
218	4AI16EE026	K. P. POOJA	Female	EEE
219	4AI16EE026	POOJA. K.P.	Female	EEE
220	4AI16EE046	Prema GH	Female	EEE
221	4AI16EE011	ARPITHA A M	Female	EEE
222	4ai16ee055	Shobha j d	Female	EEE
223	4AI16EE009	ANUSHA A M	Female	EEE
224	4AI16EE058	Supreeta b b	Female	EEE
225	4ai16is035	Nithin S Nayak G	Male	ISE
226	4AI14IS018	LEKHASHREE. R	Female	ISE
227	4AI16IS001	ABHINANDAN R	Male	ISE
228	4AI16IS007	Anushree m k	Female	ISE
229	4AI16IS018	DHANYASHREE K Y	Female	ISE
230	4AI16IS017	DECHAMMA.A.K	Female	ISE

231	4ai16is040	Rakesh B N	Male	ISE
232	4AI16IS021	DIVYARANI D	Female	ISE
233	4AI16IS068	CHEETHANA V BHARADWAJ	Female	ISE
234	4AI16IS067	BHUMIKA B	Female	ISE
235	4AI16IS058	SWATHI.P.RAO	Female	ISE
236	4AI16IS042	RAYIYA MOHAMAD RAFIQUE CHANDAVAR	Female	ISE
237	4AI16IS038	RACHANA H S	Female	ISE
238	4AI16IS049	SHREERAMYA B S	Female	ISE
239	4AI16IS005	AKSHATA ERAPPA NAIK	Female	ISE
240	4AI16IS032	NEHA Y KUMAR	Female	ISE
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242	4AI16IS008	ARPITHA B S	Female	ISE
243	4AI16IS033	Nischitha c n	Female	ISE
244	4AI16IS046	SANJANA R	Female	ISE
245	4AI16IS050	SINCHANA S	Female	ISE
246	4ai16is064	Sahana B C	Female	ISE
247	4AI16IS066	VARSHA G S	Female	ISE
248	4AI16IS039	RACHANA L R	Female	ISE
249	4AI16IS043	Roopini H H	Female	ISE
250	4AI16IS004	AKHILA U	Female	ISE
251	4AI16IS003	AKANKSHA K V	Female	ISE
252	4AI16IS045	Sahana B.R	Female	ISE
253	4AI16IS047	SHASHANK H V	Male	ISE
254	4AI16IS028	MONISHA S M	Female	ISE
255	4AI16IS020	DIVYA D	Female	ISE
256	4AI16IS061	VARSHA Y	Female	ISE
257	4AI16IS007	ANUSHREE M K	Female	ISE
258	4AI16IS034	NISHATH FATHIMA	Female	ISE
259	4AI16IS015	CHINMAYI B A	Female	ISE
260	4AI16IS063	AKSHARA PATEL M	Female	ISE
261	4ai16is026	Manjunath a.k	Male	ISE
262	4AI16IS025	Manasa L T	Female	ISE
263	4AI16IS028	MANASA L T	Female	ISE
264	4AI16IS010	B G BHOOMIKA	Female	ISE
265	4AI16IS030	Nagashree S Naik	Female	ISE
266	4ai16is019	Disha.B	Female	ISE
267	4ai16is013	CHANDANA.M.B	Female	ISE
268	4AI16IS065	AISHWARYA S J	Female	ISE
269	4AI16IS033	Nischitha cn	Female	ISE
270	4AI16IS022	DIVYASHREE.K.L	Female	ISE
271	4AI16IS037	POOJA P	Female	ISE
272	4AI15ME068	Rakshith K H	Male	Mech
273	4AI16ME043	MANOJ KR	Male	Mech
274	4ai16me089	SHASHANK B O	Male	Mech
275	4ai16me018	Darshan d m	Male	Mech
276	4AI15ME019	CHEETHAN V	Male	Mech

277	4AI16ME067	PRAJWAL KUMAR K N	Male	Mech
278	4ai16me003	ANUHITH K R	Male	Mech
279	4AI16ME105	Suman V	Male	Mech
280	4AI16ME012	Chandan aj	Male	Mech
281	4AI16ME103	SUBRAMANYA	Male	Mech
282	4AI16ME106	Sumanth Baptist Nazareth	Male	Mech
283	4ai15me048	Mohamed mansoor	Male	Mech
284	4AI16ME104	SUHAS Y U	Male	Mech
285	4AI16ME119	VISHNU KB	Male	Mech
286	4AI17ME400	ABHINAY K	Male	Mech
287	4AI16ME047	MEGHANA S N	Female	Mech
288	4AI17ME422	SHREYANK HN	Male	Mech
289	4AI16ME034	Karthik Kumar hs	Male	Mech
290	4AI16ME070	PRAVEEN C	Male	Mech
291	4AI16ME044	MANOJ KUMAR K B	Male	Mech
292	4AI16ME036	KIRAN CYRIL	Male	Mech
293	4AI16ME065	Prajwal CS	Male	Mech
294	4AI16ME126	Sangeetha d	Female	Mech
295	4AI16ME031	Honey U Gowda	Female	Mech
296	4AI16ME032	John Isaac	Male	Mech
297	4AI16ME402	Amith Gowda H S	Male	Mech
298	4AI16ME080	SACHIN HM	Male	Mech
299	4AI16ME084	SANJAY MK	Male	Mech
300	4AI16ME076	Rakshith P N	Male	Mech
301	4ai16me035	Keerthana s p	Female	Mech
302	4AI16ME074	RAKSHATH R	Male	Mech
303	4AI16ME049	Mohammed Aswad	Male	Mech
304	4ai16me122	YASHVANTH C Y	Male	Mech
305	4ai16me092	Shiva T N	Male	Mech
306	4ai16ec125	Yatheesh V	Male	ECE
307	4AI15CS051	Koushik S D	Male	CSE
308	4AI16CS121	VIKAS BHARADWAJ H G	Male	CSE
309	4ai16cv056	Nehal Ahmed	Male	Civil
310	4AI16CS103	SUPRITH.K	Male	CSE
311	4AI16ME051	MOHAMMED SANA ULLA M S	Male	Mech
312	4AI17EE403	Nireeksha A M	Female	EEE
313	4ai16ee061	Umme sadiya	Female	EEE
314	4AI16EC015	BHAVANA G A	Female	ECE
315	4AI16EC009	Anusha H C	Female	ECE
316	4AI16IS012	Chandana C D	Female	ISE

C.T. Jayadeva
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Principal B.E.,M.Tech.,Ph.D

Adichunchanagiri Institute of Technology

CHIKKAMAGALURU-577102



|| Jai Sri Gurudev ||



A

Report on
Janus

Gateway to the New Beginning
-2019

Industry Ready Vocational Training Program
(Aptitude, Soft Skills, Verbal & Technical)

at



Adichunchanagiri Institute of Technology
(AIT), Chikkamagalur

In collaboration with



Dept. of HRD

BGS Group of Technical Institutions (BGS-GTI)

Submitted By

ZESTECH
INNOVATION, GROWTH & VALUES

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ACKNOWLEDGEMENT

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 **JANUS-2019** to get accomplished successfully in helping the students of **BGSIT** this year. Thanks to God for the wisdom and perseverance that has gotten bestowed upon us during **our presence in the JANUS program**. We do believe that "**Industry never goes unfruitful,**" Thanks to all those who helped us achieve this.

We would like to profoundly thank **Sri Sri Sri Nirmalanandanatha Maha Swamiji**, President of *Adichunchanagiri Sikshana Trust* for giving us this opportunity to work with BGSIT 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.

ZT_HQ_DPT_AIT

We would like to thank all the team members **Ms. Lilly John** (*HR & Operations*), **Mr. Sai Kumar** (*Lead- L&D Product and Process*) and **Mr. Vinod** (*Process Manager*) for the efforts they have put in during the training period is greatly appreciated.

We would like to thank all the IT team members led by **Mr. Sunny Jaiswal** and **Mr. Palwesh Sahu** for the efforts they have put in during the training period (**Online Support**) is greatly appreciated.

Last but not the least, we at ZESTECH also extend our gratitude to the students who **Dr. Arundhaju M** supportive till the end of the **JANUS** training program, remarks and engagement throughout the process

Furthermore, we would like to express our gratitude to all the H training programs.

Special heartfelt thanks to **Mr. Anantaraman Chandramouli**, Director – Finance, **ZESTECH** for their constant wholehearted throughout the training period both by keeping it harmonious and will be grateful forever for your commitment, dedication and devoti

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. JANUS19 Training report provides a framework for understanding necessary elements that happened during the period of **24 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 **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 JANUS19 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.

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 JANUS Training process and execution, the

essential skills that lead to success, and the roles, tasks, and processes that have the way for effective this report uses realistic examples to help the reader get it like the evaluation report establishes the need for 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 BGSIIT 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.

A structured approach: JANUS19 – report defines stu

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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, BGSIT 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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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 recognitions of being an indispensable 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.

JANUS, 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. JANUS, 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 JANUS 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, JANUS 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 JANUS 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 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 any field of their choice. Training is conducted for the Pre-Final Year 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 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 JANUS. 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 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, 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, JANUS 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 extensively 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 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. 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. 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. Vivek Chandrashekhar – Practitioner – Quantitative and Logical Aptitude

He has been involved in Aptitude training for more than 8 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 analyzing and solving problems pertaining to requirements during the placement drives. He carries a high degree of analytical acumen which nicely compliments 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. Abhishith Rao - Practitioner – Soft-skills

He is Knowledgeable Soft Skills Trainer and has a sound understanding of needed for workplace success and a strong ability to train employees in improving those characteristics. Has extensive experience with making presentations giving assessments and identifying training needs. Has seven years' experience working as a soft skills trainer. With experience and association with people from various domains it helped him to effectively manage people and their behaviour. He is creative and possesses excellent inter-personal management skills. He has conducted training programs on Communication skills (English grammar, speaking skills), presentation skills, and Time management and has been consistent in nurturing goals towards positive results. He has an overall 20 years of experience in the training domain. His core competency includes programs on corporate etiquette, & Train-the-Trainer workshops. He has managed the entire training functions for the corporate sector including Content development, Mentoring trainers and creating leaders. He has been actively associated with people from various cultural backgrounds to bridge the areas in communication and comprehend the changing needs of an organization. His strong passion in teaching has made his associate in many in-house training sessions.

Ms. Sreevidya - Practitioner – Verbal

Sree Vidya is a 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 Creations 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, Ethics at work place, Giving & Receiving Feedback, Stress management, Time management, Chain of command, Habits and



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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

Pro-action, Thoughts, Behaviour and Feelings. Delivered Communicative English and Business skills training to undergraduate and post-graduate students and created training material and assessment forms.

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.

MODULES COVERED FOR ENGINEERING STUDENTS OF AIT

Day	Quantitative and Reasoning Aptitude	Verbal and Logical Aptitude
1	Number Theory I	Parts of Speech
2	Number Theory II	Tenses - I
3	Averages, Alligations & Mixtures	Tenses - II
4	Percentage, Profit & Loss	Subject Verb Agreement - I
5	Ratio, Proportion & Partnership	Subject Verb Agreement - II
6	Time & Work	Jumbled Paragraph
7	Time, Speed & Distance	Error Spotting
8	Permutations	Reading Comprehension - I
9	Combinations	Reading Comprehension - II
10	Probability	Logical Reasoning & Verbal Ability
11	Set Theory & Syllogisms	Vocabulary & Analogies
12	Logical Reasoning	Passage Writing or Essay Writing

Day	SoftSkills
1	Resume Building
2	Email Writing (CRT)
3	Email Writing - Lab
4	Extempore
5	Power Presentation -I
6	Power Presentation -II
7	Group Discussion - I
8	Group Discussion - II
9	Group Discussion - III
10	Personal Interview - I
11	Personal Interview - II
12	Personal Interview - III
Day	TechnicalAptitude
1	C Programming
2	C++
3	Java
4	Solid Works
5	Data Structure
6	Hypermesh

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MODULES DESCRIPTION

Quantitative Aptitude - Syllabus

Module name	Number Theory - I, II	Domain	Quantitative Aptitude
Module Description	The fundamental module on which a student will learn the basics of Numbers and the rules of Numbers 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 logical techniques so that they arrive at a solution rather than using the standard method of formulation.		
Module Outcome	The student gains extensive knowledge on handling large numbers, breaking it down into simple form. This helps in solving bigger problems by making it into small segments.		
Reference books	1. "Quantum CAT" by Sarvesh K Varma. 2. "Quantitative Aptitude for CAT" by Arun Sharma. 3. "Objective Arithmetic" by Rajesh Varma		
No of Hours	4 hours		

Module name	Ratio, Proportion and Partnership	
Module Description	The module Ratio, Proportion & Partnerships 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 improve aptitude to the students.	
Module Objective	Helping students to develop comparisons and analysis 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.	
Module Outcome	The students will be able to compare the quantities and find the efficiency based	

Module name	Alligations and Mixtures	
Module Description	The module deals with concepts from Mixtures & Alligations . 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 solving time consuming problems 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 intelligently interpreting the given data from the question and calculate the answers.	
Reference books	1. "Quantum CAT" by Sarvesh K Varma. 2. "Quantitative Aptitude for CAT" by Arun Sharma. 3. "Objective Arithmetic" by Rajesh Varma	
No of Hours	2	

	on the questions. They will also be able to analyse the relationship of two separate quantities from the questions asked.
Reference books	1. "Quantitative Aptitude" by R.S.Aggarwal. 2. "Quantitative Aptitude for CAT" by Arun Sharma.
No of Hours	2

Module name	Logical Reasoning	Domain	Logical Aptitude
Module Description	The module explains the logical reasoning of Blood relations, Directions, Coding and Decoding and Cubes . 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.		
Module Objective	Logical thinking define a simple idea from a complex situation which is why it has been made a part of the syllabus		
Module Outcome	Students will improve their defining abilities, logical reasoning skills and aptitude on critical reasoning		
Reference books	1. "Logical Reasoning for CAT" by Arun Sharma 2. "Reasoning Ability" by Wiley		
No of Hours	2 hours		

Module name	Percentages, Profit and Loss	Domain	Quantitative Aptitude
Module Description	The module explains the concepts on finding the percentages from the fractions and vice-verse. It also deals with the consumption and basics of profit and loss and transactions value.		
Module Objective	They should be able to solve problems by demonstrating their logical analysis of Profit and Loss using logic.		
Module Outcome	Students will skilfully predict the directions and objects based on the conditions offered in a question. They will apply deduction skills along with analytical skills by referring to conditions.		
Reference books	1. "Quantum CAT" by Sarvesh K Varma. 2. "Quantitative Aptitude for CAT" by Arun Sharma. 3. "Objective Arithmetic" by Rajesh Varma		
No of Hours	2 hours		

Module name	Time and Work	Domain	Quantitative Aptitude
Module Description	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.		
Module Objective	The students should understand the basic definitions and method of calculating the parameters related to Proportionality constants .		
Module Outcome	Students will skilfully solve the conditions offered in a question. They will apply deduction skills along with analytical skills by referring to conditions.		
Reference books	1. "Quantum CAT" by Sarvesh K Varma. 2. "Quantitative Aptitude for CAT" by Arun Sharma.		
No of Hours	2 hours		

Module name	Set Theory	Domain	Reasoning Aptitude
Module Description	The module explains the concepts on Set Theory 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.		
Module Objective	The students should understand the basic notations and represent the data.		

Module name	Probability	Domain	Quantitative Aptitude
Module Description	The module explains the concepts on finding the definition of events. Problems based on coins, dices, cards and coloured marbles. Finding the defective items from a mixture of items is also done.		
Module Objective	They should be able to solve problems by demonstrating their logical analysis of Probability.		
Module Outcome	Students will 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.		
Reference books	1. "Quantum CAT" by Sarvesh K Varma. 2. "Quantitative Aptitude for CAT" by Arun Sharma. 3. "Objective Arithmetic" by Rajesh Varma		
No of Hours	2 hours		

Module name	Permutations and Combinations	Domain	Quantitative Aptitude
Module Description	The module explains the concepts of arranging and selecting the things in the given order and the specified conditions and analytical methods of solving the problems about application of permutations and Combinations will be taught.		
Module Objective	They should be able to solve problems by demonstrating their logical analysis of Profit and Loss using logic.		
Module Outcome	Students will 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.		
Reference books	1. "Quantum CAT" by Sarvesh K Varma. 2. "Quantitative Aptitude for CAT" by Arun Sharma. 3. "Objective Arithmetic" by Rajesh Varma		
No of Hours	2 hours		

Module name	Time, Speed and Distance	Domain	Quantitative Aptitude
Module Description	The module explains the concepts on Time, Speed and Distance and the basic formula. Basic rules of Trains, Boats and Races will be taught to the students in analytical way.		
Module Objective	The students should understand the basic notations and represent the data.		
Module Outcome	Students will 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.		
Reference books	1. "Quantum CAT" by Sarvesh K Varma. 2. "Quantitative Aptitude for CAT" by Arun Sharma.		
No of Hours	2 hours		

Module Outcome	Students will skilfully predict the representation of data with respect to people and objects based on the conditions offered in a question. They will apply deduction skills along with analytical skills by referring to conditions.
Reference books	1. "Logical Reasoning" by R.S.Aggarwal. 2. "Logical Reasoning for CAT" by Arun Sharma
No of Hours	2 hours

Verbal Aptitude - Syllabus

Module names	Parts of Speech ,Tenses, Subject-Verb Agreement I and II	Domain	Verbal Aptitude
Module Description	The module explains the concepts on Parts of Speech and Tenses which is conglomeration of two fundamental modules . Interpretation of Pronouns is vital to students to learn the tactful art of replacing a noun . The module gives a detailed analysis of usage of four main pronouns out of nine. The module equips students with the relevant functioning 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.		
Module Objective	To equip students with relevant application of Articles and Pronouns that will vitalize their knowledge of application and usage in the module and skilful in identifying basic errors in a sentence. It will equip them in the knowledge to seek correct sentences.		
Module Outcome	To see higher ratio and higher proportion of apt application of pronouns and articles in a 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		

Module name	Jumbled Paragraphs	Domain	Verbal Aptitude
Module Description	The module explains the concepts Jumbled Paragraphs and the basic steps of forming a paragraph and the logical methods of doing it.		
Module Objective	To make students skilful in identifying the methodology of structuring the paragraphs . It will equip them in the knowledge to seek correct sentences.		
Module Outcome	Students will be careful and tactful while forming the paragraphs . The module would be a stepping stone towards correct and good written and spoken English.		
Reference books	1. "English Grammar in Use" by Murphy. 2. "Grammar for IELTS" by Hopkins		
No of Hours	2 hours		

Module name	Vocabulary and Analogies	Domain	Verbal Aptitude
Module Description	The module explains the concepts of using the words in English and understanding the root words and their meanings and forming a logical relationship between two words		
Module Objective	Understand the rules of formation of words and relation between the words		
Module Outcome	Student will not only learn to understand concepts accurately but also the correct application of them.		
Reference books	1. "English Grammar in Use" by Murphy. 2. "Grammar for IELTS" by Hopkins		
No of Hours	2 hours		

Module name	Passage/Essay Writing	Domain	Verbal Aptitude
Module Description	The module explains the methods of writing the Essays that are subjective and narrative and the same method of writing the passages.		
Module Objective	Encourages writing skills and enhances them.		
Module Outcome	Student will not only learn to understand concepts accurately but also the correct application of them.		
Reference books	1. "English Grammar in Use" by Murphy. 2. "Grammar for IELTS" by Hopkins		
No of Hours	2 hours		

Module name	Reading Comprehension	Domain	Verbal Aptitude
Module Description	The module explains the concepts of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. The process of comprehending the decoding the given info is taught.		
Module Objective	Encourage fast reading among the students		
Module Outcome	Student will not only learn to understand concepts accurately but also the correct application of them.		
Reference books	1. "English Grammar in Use" by Murphy. 2. "Grammar for IELTS" by Hopkins		
No of Hours	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 kinesthetic learning among students to make students absolutely fair in the knowledge and application of grammar and their 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	1. "English Grammar in Use" by Murphy. 2. "Grammar for IELTS" by Hopkins		
No of Hours	2 hours		

Module name	Logical Reasoning and Verbal Ability	Domain	Verbal Reasoning
Module Description	The module explains the concepts on Logical Reasoning . It deals with the statements & conclusion where the conclusions are determined from the statements and we have to evaluate whether the conclusion is true or false based on the statements given. Statements and related conclusions are also derived from shapes. The module also discusses various types in syllogism such as Statements & arguments, statements & assumptions.		
Module Objective	To improve critical and logical thinking to reach to the answer. The conclusions, arguments, assumptions are drawn from conflicting statements, so one needs to have robust critical and logical thinking .		
Module Outcome	Students will learn how to logically answer a question by reading the statements and by deriving related conclusions.		
Reference books	1. "English Grammar in Use" by Murphy. 2. "Grammar for IELTS" by Hopkins		
No of Hours	2 hours		

Soft Skills - Syllabus ZT_HQ_DPT_AIT

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

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

Module name	Extempore	Domain	Soft Skills
Module Description	The module teaches introduces them to speaking and what it means and how to do an impromptu using templates . 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 express themselves more fluently and confidently on the lines of being professional and they would be taught on how to take sides and give their best.
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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 effective speaking skills.		
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	Group Discussion	Domain	Soft Skills
Module Description	This module focus on the aspects and various dimensions of Group discussion being conducted by the corporate for selection. 3 sessions of intense coaching on GD will give a sea change in the students' mentality of approaching job interviews.		
Module Objective	Learn effective speaking skills.		
Module Outcome	Students will be able to notice the improvements in the Group Discussion topics		
No of Hours	2		

Technical - Syllabus

Course Name	C and C++ Programming
Course Description	Basic objective-c syntax, objects, memory management and To understand how C++ improves C with object-oriented features
Course Outcome	Understand the fundamentals of C programming and Choose the Implement file asked questions. Methods to analyze and answer is the key feature able Operations in C programming and semantics of the C++ programming language. To learn how to design C++ classes for code reuse. Personal Interview: Throughout the module, interview handling technique Various types of interviews conducted and learn about the readiness for
Course Name	Fundamentals of Data Structures
Course Description	The objective of the course is to present an introduction to data organization, management, and storage format that enables efficient access and modification. More precisely, a data structure is a collection of data values, the relationships among them, and the functions or operations that can be applied to the data .
Course Outcome	Improve the database design by normalization.
Course Name	Hypermesh and SolidWorks
Course Description	The objective of the course is to present an introduction to design and develop the

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Course Outcome	prototype of an object using the software modelling techniques
	Improve the design technicalities

MODULE COMPLETION REPORT

AIT – JANUS Modules Completion data

Quantitative and Reasoning Aptitude

<i>Modules</i>	<i>CSE ISE MECH CIVIL ECE</i>				
Number Theory I	Yes	Yes	Yes	Yes	Yes
Number Theory II	Yes	Yes	Yes	Yes	Yes
Averages, Alligations & Mixtures	Yes	Yes	Yes	Yes	Yes
Percentage, Profit & Loss	Yes	Yes	Yes	Yes	Yes
Ratio, Proportion & Partnership	Yes	Yes	Yes	Yes	Yes
Time & Work	Yes	Yes	Yes	Yes	Yes
Time, Speed & Distance	Yes	Yes	Yes	Yes	Yes
Permutations	Yes	Yes	Yes	Yes	Yes
Combinations	Yes	Yes	Yes	Yes	Yes
Probability	Yes	Yes	Yes	Yes	Yes
Set Theory & Syllogisms	Yes	Yes	Yes	Yes	Yes
Logical Reasoning	Yes	Yes	Yes	Yes	Yes

ZT_HQ_RPT_AIT

<i>Verbal Aptitude</i>	<i>CSE</i>	<i>ISE</i>	<i>MECH</i>	<i>CIVIL</i>	<i>ECE</i>
Parts of Speech	Yes	Yes	Yes	Yes	Yes
Tenses -I	Yes	Yes	Yes	Yes	Yes
Tenses -II	Yes	Yes	Yes	Yes	Yes
Subject Verb Agreement - I	Yes	Yes	Yes	Yes	Yes
Subject Verb Agreement - II	Yes	Yes	Yes	Yes	Yes
Jumbled Paragraph	Yes	Yes	Yes	Yes	Yes
Error Spotting	Yes	Yes	Yes	Yes	Yes
Reading Comprehension - I	Yes	Yes	Yes	Yes	Yes
Reading Comprehension - II	Yes	Yes	Yes	Yes	Yes
Logical Reasoning & Verbal Ability	Yes	Yes	Yes	Yes	Yes
Vocabulary & Analogies	Yes	Yes	Yes	Yes	Yes
Passage Writing or Essay Writing	Yes	Yes	Yes	Yes	Yes

Verbal

Soft Skills

<i>Softskills</i>	<i>CSE</i>	<i>ISE</i>	<i>MECH</i>	<i>CIVIL</i>	<i>ECE</i>
Resume Building	Yes	Yes	Yes	Yes	Yes
Email Writing (CRT)	Yes	Yes	Yes	Yes	Yes
Email Writing - Lab	Yes	Yes	Yes	Yes	Yes
Extempore	Yes	Yes	Yes	Yes	Yes
Power Presentation -I	Yes	Yes	Yes	Yes	Yes
Power Presentation -II	Yes	Yes	Yes	Yes	Yes
Group Discussion - I	Yes	Yes	Yes	Yes	Yes
Group Discussion - II	Yes	Yes	Yes	Yes	Yes
Group Discussion - III	Yes	Yes	Yes	Yes	Yes
Personal Interview - I	Yes	Yes	Yes	Yes	Yes
Personal Interview - II	Yes	Yes	Yes	Yes	Yes
Personal Interview - III	Yes	Yes	Yes	Yes	Yes

10.PPT_AIT

<i>Technical</i>	<i>CSE</i>	<i>ISE</i>	<i>ECE</i>	<i>MECH</i>
C	Yes	Yes	Yes	Yes
C++	Yes	Yes	Yes	Yes
JAVA	Yes	Yes	Yes	Yes
Solid Works	No	No	No	Yes
Data Structures	Yes	Yes	Yes	Yes
Hypermesh	No	No	No	Yes

Technical

4.

ATTENDANCE ANALYSIS

AIT, associated with Zestech for JANUS'19 is well aware about the importance of attendance. This is done as ZESTECH believes that any impact that we hope to achieve with regard to the modules, requires consistency in attending the classes.

Each module gets a dedicated time of about 120-130 minutes in AIT during JANUS'19 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 60-70 in a class. This again takes time and effort both on our and the college's part. This is why the importance of attendance is stressed as frequently as possible.

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.

JANUS'19 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 JANUS'19, 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 achieving student enhancement.

Soft Skills

<i>SoftSkills</i>	<i>CSE</i>	<i>ISE</i>	<i>MECH</i>	<i>CIVIL</i>	<i>ECE</i>
Resume Building	Yes	Yes	Yes	Yes	Yes
Email Writing (CRT)	Yes	Yes	Yes	Yes	Yes
Email Writing - Lab	Yes	Yes	Yes	Yes	Yes
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Power Presentation -II	Yes	Yes	Yes	Yes	Yes
Group Discussion - I	Yes	Yes	Yes	Yes	Yes
Group Discussion - II	Yes	Yes	Yes	Yes	Yes
Group Discussion - III	Yes	Yes	Yes	Yes	Yes
Personal Interview - I	Yes	Yes	Yes	Yes	Yes
Personal Interview - II	Yes	Yes	Yes	Yes	Yes
Personal Interview - III	Yes	Yes	Yes	Yes	Yes

10.DPT-AIT

<i>Technical</i>	<i>CSE</i>	<i>ISE</i>	<i>ECE</i>	<i>MECH</i>
C	Yes	Yes	Yes	Yes
C++	Yes	Yes	Yes	Yes
Java	Yes	Yes	Yes	Yes
Solid Works	No	No	No	Yes
Data Structures	Yes	Yes	Yes	Yes
Hypermesh	No	No	No	Yes

Technical

ZESTECH

INNOVATION, GROWTH & VALUES

ZT-110-DPT-AIT

<i>BATCH</i>	Aptitude	Logical	Verbal	Technical
B1	Yes	Yes	Yes	Yes
B2	Yes	Yes	Yes	Yes
B3	Yes	Yes	Yes	Yes
B4	Yes	Yes	Yes	Yes
B5	Yes	Yes	Yes	Yes

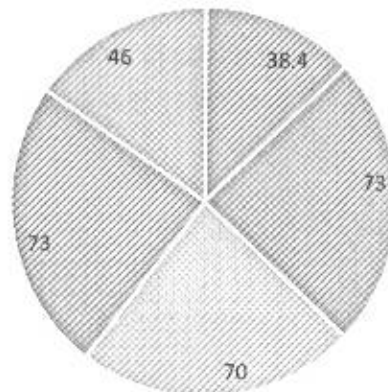
MODULE COMPLETION PERCENTAGE – SNAPSHOT

AIT- OVERALL ATTENDANCE ANALYSIS (ASV)

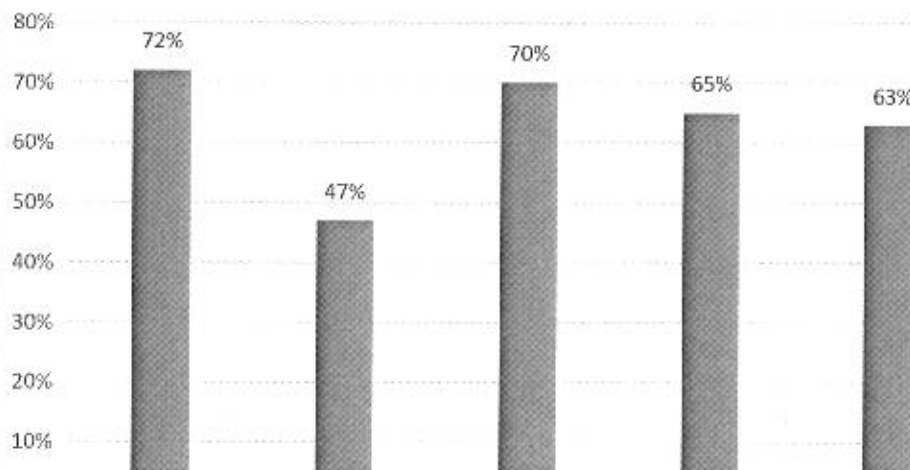
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BRANCH WISE ANALYSIS

■ CIVIL ■ ECE ■ CSE ■ ISE ■ MECH



BATCH WISE ANALYSIS



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

5. EVALUATIONS – STUDENT PERFORMANCE TRACKING

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

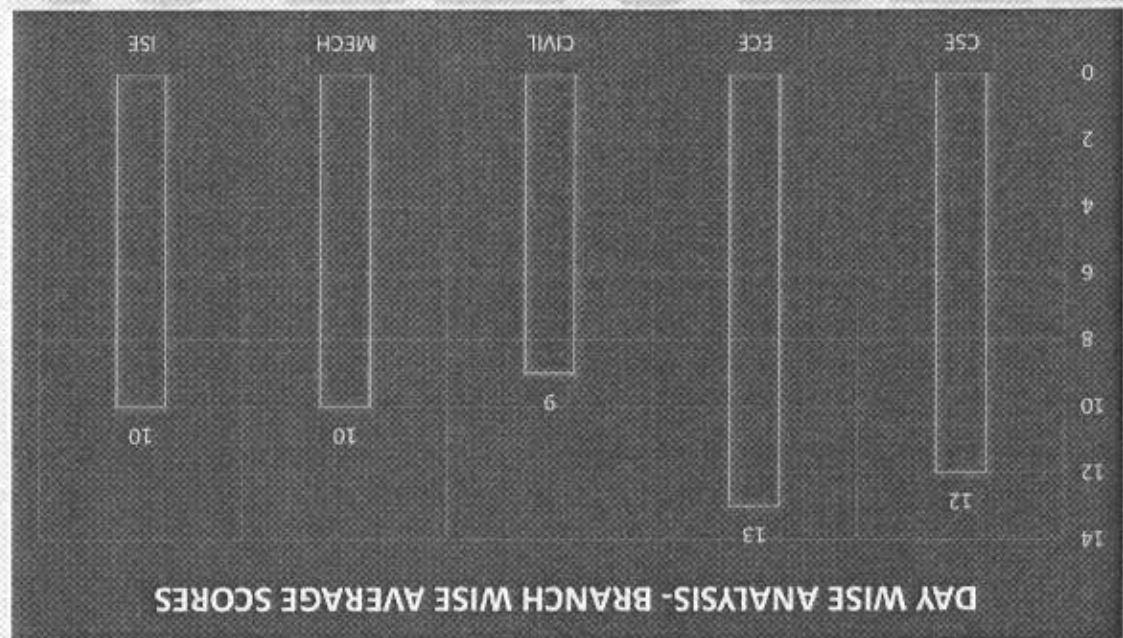
Measurement and evaluation of learning had its effect on the students. Feedback is essential for ZESTECH to know how the students of AIT are progressing, and evaluation is crucial to the learner's confidence too. There were excellent differences in the improvement of the students. The focus towards students' skill set improvement never stopped. Students can be switched off the whole idea of learning and development very quickly if they receive only negative critical test results. Always look for positives in negative results. Encourage and support - don't criticize without adding some positives, and certainly never focus on failure, or that's just what you'll produce. This is a much overlooked factor in all sorts of evaluation and testing, and since this element is not typically included within evaluation and assessment tools the point is emphasized point loud and clear here. ZESTECH overcame this long back by constantly seeking help from the Training & Placement Department of AIT to get it cleared once the gap is identified. The results and student development started to become an imperative part of AIT.

9 Day wise evaluations and 14 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.

INNOVATION, GROWTH & VALUES

DAY WISE EVALUATIONS - BRANCH WISE ANALYSIS SNAPSHOT

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6.

JANUS'19– TRAINER FEEDBACK ANALYSIS

“Feedback is the breakfast of Champions”

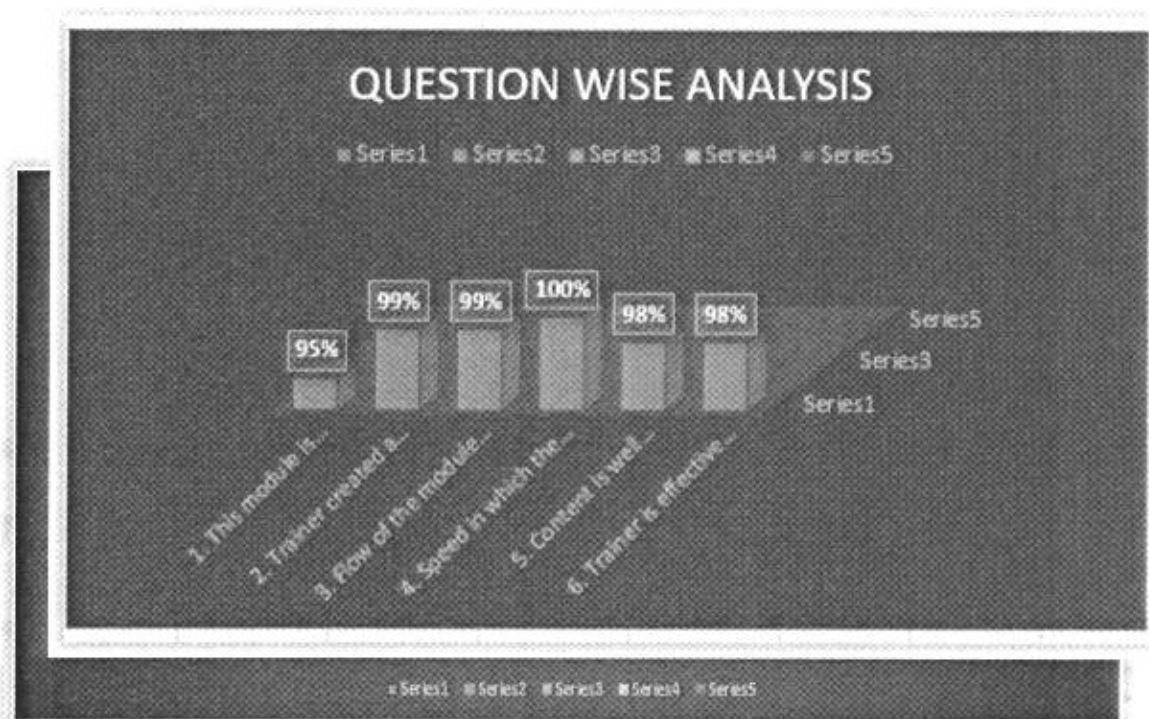
It is inevitable to bring about a change in the students' learning path. Only by improving the standards of training this can be achieved. The training standards are nevertheless improved by upgrading the modules for the training program. This confirms the realization only with the help of student feedback 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_{6.1}.

Chart: C_{6.2}.



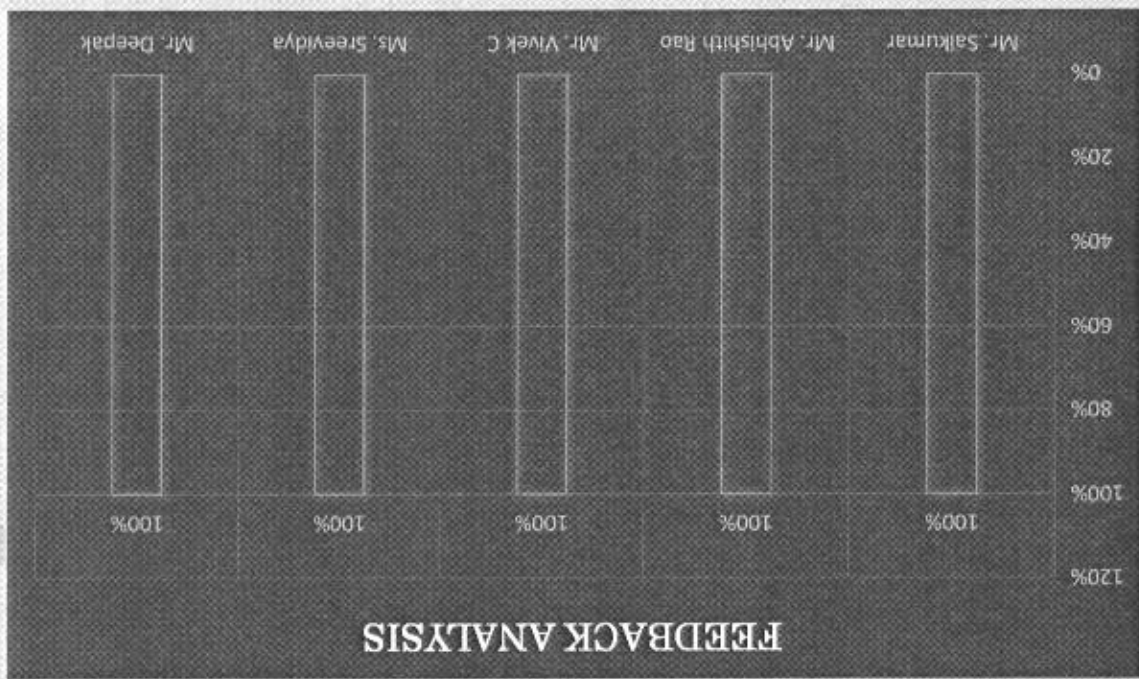


Chart: C₄. ZT-10-RPT-AIT

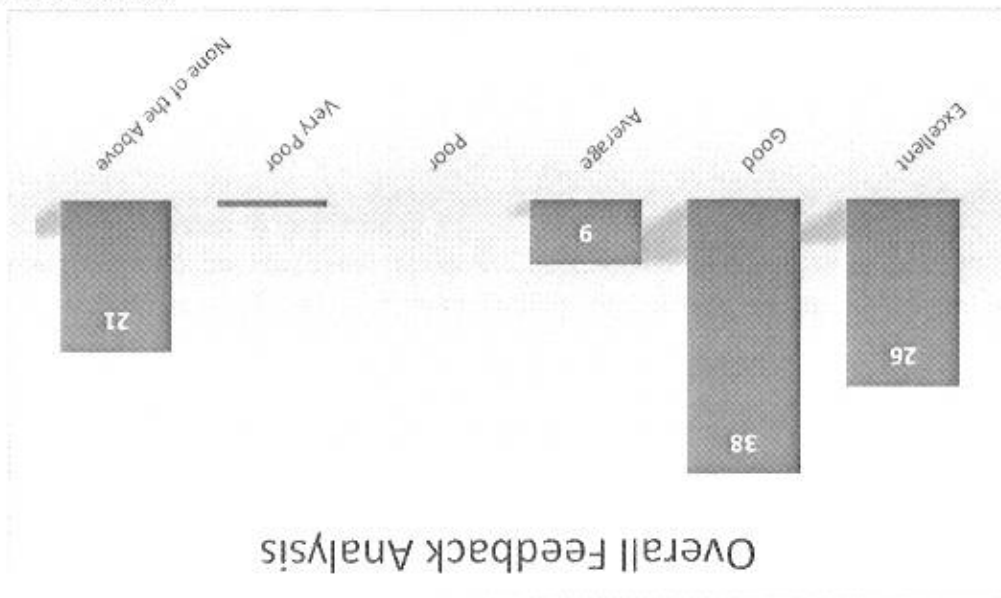


Chart: C₅.

7.

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.

9.

ZESTECH INITIATIVES

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 platforms for the students to learn effectively.

B. Social Media Interaction: We at ZESTECH wanted to share information 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 encourage students to keep themselves active and make use of social networking in a productive program.

C. Parent Calling: An amazing initiative to bring a strategy change in students minds. The 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

8. ISS

FACED BY THE TRAINI

STRATEGY CHANGES

TO KEEP STUDENTS

THE PROGRAM.

No proper information to students was given regarding

strategy change in students minds. The

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.

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.

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10. 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 HR 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 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

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 Janus 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 BGSIT was appointed from this Janus and continue the same for the upcoming too!

12. 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 Janus training.

13. 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.

INNOVATION, GROWTH & VALUES

Dr. C.T. JAYADEVA

Overall, Janus 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 learnt. 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.

15. SUMMARY

“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.”
 -- ECE

“More of these sessions are needed for us to learn a lot and implement the same.”
 -- MECH

14. STUDENTS FEEDBACK TOWARDS TRAINING

ZESTECH
INNOVATION, GROWTH & VALUES

Address: #692, 15 A Main Rd. Yelahanka Satellite Town, Yelahanka, Bengaluru, Karnataka 560064.

Web: www.zestech.in | Email : training.zestech@gmail.com | Ph: +91 8105060816



|| Jai Sri Gurudev ||



A

Report on

pragnyan -2019

Skill Enhancement Training Program
(Aptitude, Soft Skills & Verbal)
(February - May, 2019)

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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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-2019** 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** and **Mr. Santhosh Kumar**, Manager - HR is greatly appreciated. Indeed, without his guidance, we would not be able to put this together. Thank you so much.

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

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

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

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

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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'19 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.



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.

- ❖ **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.

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

1. 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.

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 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.

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 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. 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 compliments 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.

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 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 4th 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>Soft Skills</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 6th 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	Email 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>Soft Skills</i>
1	Decision making & Career guidance
2	Softskills mela
3	Tech Vocabulary

3.3. MODULES DESCRIPTION -4th SEMESTER

Quantitative Aptitude - Syllabus

Module name	Blood relations	Domain	Aptitude
Module Description	The module explains the logical reasoning of Blood relations . 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.		
Module Objective	Blood relations define a simple idea from a complex situation which is why it has been made a part of the syllabus		
Module Outcome	Students will improve their defining abilities, logical reasoning skills and aptitude on critical reasoning with the help of Blood Relations.		
Reference books	1. "Logical Reasoning" by R.S.Aggarwal. 2. "Logical Reasoning for CAT" by Arun Sharma		
No of Hours	2 hours		

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

Module name	Ratio, Proportion and Partnership	Domain	Aptitude
Module Description	The module Ratio, Proportion & Partnerships 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 improve aptitude to the students.		
Module Objective	Helping students to develop comparisons and analysis 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.		
Module Outcome	The students will be able to compare the quantities and find the efficiency based on the questions. They will also be able to analyse the relationship of two separate quantities from the questions asked.		

Module name	Clocks	Domain	Reasoning Aptitude
Module Description	The module explains the concepts on Clocks . 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 parameters related to clocks . They should be able to solve problems by demonstrating their logical analysis 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	Domain	Aptitude
Module Description	The module deals with concepts from Mixtures & Alligations . 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 solving time consuming problems 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 intelligently interpreting 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		

3.4. MODULES DESCRIPTION -6th SEMESTER

Module name	Data Interpretation and Data Sufficiency	Domain	Reasoning Aptitude
Module Description	The fundamental module on which a student will learn the basics of data 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 logical techniques so that they arrive at a solution rather than using the standard method of formulation.		
Module Outcome	The student gains extensive knowledge 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 hours		

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

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

Module name	Permutations and Combinations	Domain	Quantitative Aptitude
Module Description	The module explains the concepts of arranging and selecting the things in the given order and the specified conditions and analytical methods of solving the problems about application of permutations and Combinations will be taught.		
Module Objective	They should be able to solve problems by demonstrating their logical analysis of Profit and Loss using logic.		
Module Outcome	Students will skilfully predict the directions and objects based on the conditions offered in a question. They will apply deduction skills along with analytical skills by referring to conditions.		
Reference books	1. "Quantum CAT" by Sarvesh K Varma. 2. "Quantitative Aptitude for CAT" by Arun Sharma. 3. "Objective Arithmetic" by Rajesh Varma		
No of Hours	2 hours		

Module name	Probability	Domain	Quantitative Aptitude
Module Description	The module explains the concepts on finding the definition of events. Problems based on coins, dices, cards and coloured marbles. Finding the defective items from a mixture of items is also done.		
Module Objective	They should be able to solve problems by demonstrating their logical analysis of Probability.		
Module Outcome	Students will skilfully predict the directions and objects based on the conditions offered in a question. They will apply deduction skills along with analytical skills by referring to conditions.		
Reference books	1. "Quantum CAT" by Sarvesh K Varma. 2. "Quantitative Aptitude for CAT" by Arun Sharma. 3. "Objective Arithmetic" by Rajesh Varma		
No of Hours	2 hours		

Module name	Seating Arrangements	Domain	Reasoning Aptitude
Module Description	The module explains the concepts on Arrangements in the given sequence or the order as per the given instructions and arriving at a logical conclusion		
Module Objective	The students should understand the basic notations and represent the data.		
Module Outcome	Students will skilfully predict the representation of data with respect to people and objects based on the conditions offered in a question. They will apply deduction skills along with analytical skills by referring to conditions.		
Reference books	1. "Logical Reasoning" by R.S.Aggarwal. 2. "Logical Reasoning for CAT" by Arun Sharma		
No of Hours	2 hours		

Module name		Logical Reasoning and Verbal Ability	Domain	Verbal Reasoning
Module Description	The module explains the concepts on Logical Reasoning . It deals with the statements & conclusion where the conclusions are determined from the statements and we have to evaluate whether the conclusion is true or false based on the statements given. Statements and related conclusions are also derived from shapes. The module also discusses various types in syllogism such as Statements & arguments, statements & assumptions.			
Module Objective	To improve critical and logical thinking to reach to the answer. The conclusions, arguments, assumptions are drawn from conflicting statements, so one needs to have robust critical and logical thinking .			
Module Outcome	Students will learn how to logically answer a question by reading the statements and by deriving related conclusions.			
Reference books	1. "English Grammar in Use" by Murphy. 2. "Grammar for IELTS" by Hopkins			
No of Hours	2 hours			

Module name		Reading Comprehension	Domain	Verbal Aptitude
Module Description	The module explains the concepts of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. The process of comprehending the decoding the given info is taught. Encourage fast reading among the students			
Module Objective	Student will not only learn to understand concepts accurately but also the correct application of them.			
Module Outcome	1. "English Grammar in Use" by Murphy. 2. "Grammar for IELTS" by Hopkins			
Reference books	2 hours			
No of Hours				

3.6. MODULES DESCRIPTION - 6th SEMESTER

Module names		Everyday English I, II and III	Domain	Verbal Aptitude
Module Description	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			
Module Objective	To equip students with relevant application of grammar that will vitalize their knowledge of application and usage in the module and skilful in identifying basic errors in a sentence. It will equip them in the knowledge to seek correct sentences.			
Module Outcome	To see higher ratio and higher proportion of apt application of pronouns and articles in a 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			

Verbal Aptitude - Syllabus

3.5. MODULES DESCRIPTION -4th SEMESTER

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

3.7. MODULES DESCRIPTION -4th SEMESTER

Soft Skills - Syllabus

Module name	Team Work	Domain	Soft Skills
Module Description	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.		
Module Objective	To help the students understand the importance of team building in their college and a corporate environment, demonstrate the qualities of a good team player and adopt to the stages of team formation .		
Module Outcome	Students will be able to identify the difference between a group and a team . 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.		
No of Hours	2 hours		

Module name	Time Management	Domain	Soft Skills
Module Description	Time management training 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.		
Module Objective	Learn effective time management skills to manage time more efficiently, including how to plan activities and get tasks done in a smarter manner, both at work and at home		
Module Outcome	Time Management is essentially the ability to organize and plan the time spent on activities in a day. The result of good time management is increased effectiveness and productivity. It is a key aspect of project management and involves skills such as planning, setting goals and prioritizing for a better performance.		
No of Hours	2 hours		

Module name	Book Review	Domain	Soft Skills
Module Description	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.		

Module Objective	To allow students to express themselves more fluently and confidently on the lines of being professional 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 hours

3.8. MODULES DESCRIPTION -6th SEMESTER

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

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

3.81. MODULE STRUCTURE FOR MBA

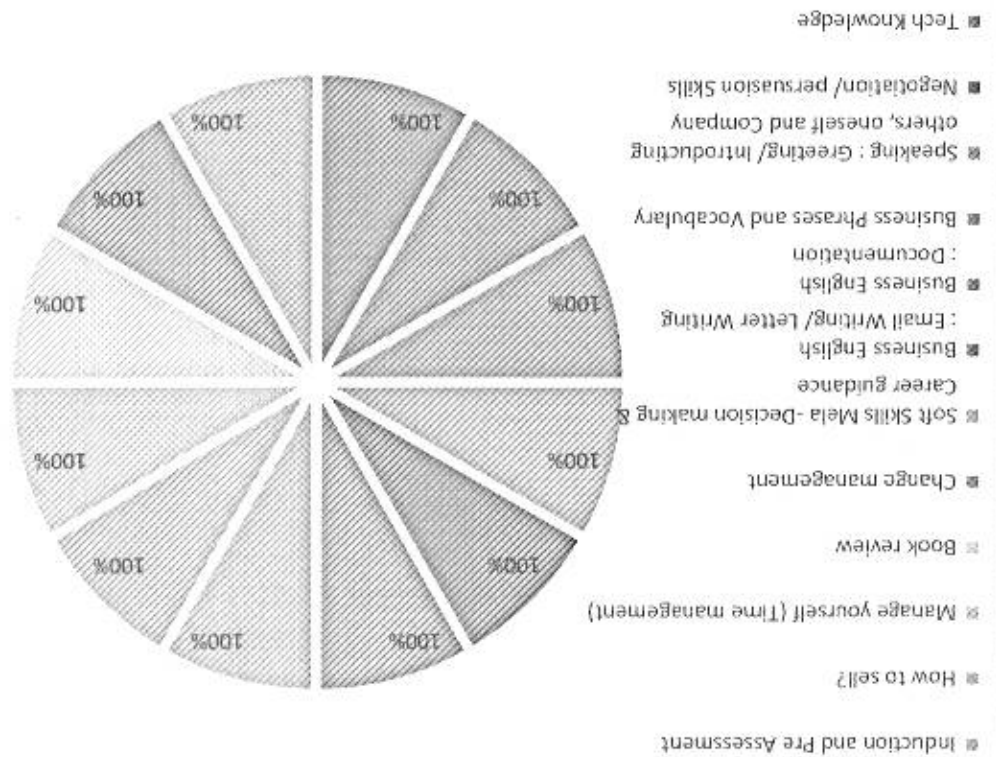
2 ND Semester	4 TH Semester
Power of Public Speaking	How to sell?
Business case studies	Manage yourself (Time management)
Soft Skills Mela : The virtual organization	Book review
Everyday English - I	Change management
Everyday English - II	Soft Skills Mela:Decision making & Career guidance
Everyday English - 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
- Business case studies
- Everyday English - I
- Everyday English - III
- Seating Arrangement
- Probability
- Power of Public Speaking
- Soft Skills Mela -The virtual organization
- Everyday English - II
- Data Sufficiency and Data Interpretation
- Direction
- Tech Talk

INNOVATION, GROWTH & VALUES

4 MBA



4 MBA

3.9. MODULE COMPLETION REPORT FOR 4TH 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

4.0. MODULE COMPLETION REPORT FOR 6th SEM

AIT - PRAGNYAN Modules Completion data

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

Quantitative and Reasoning Aptitude

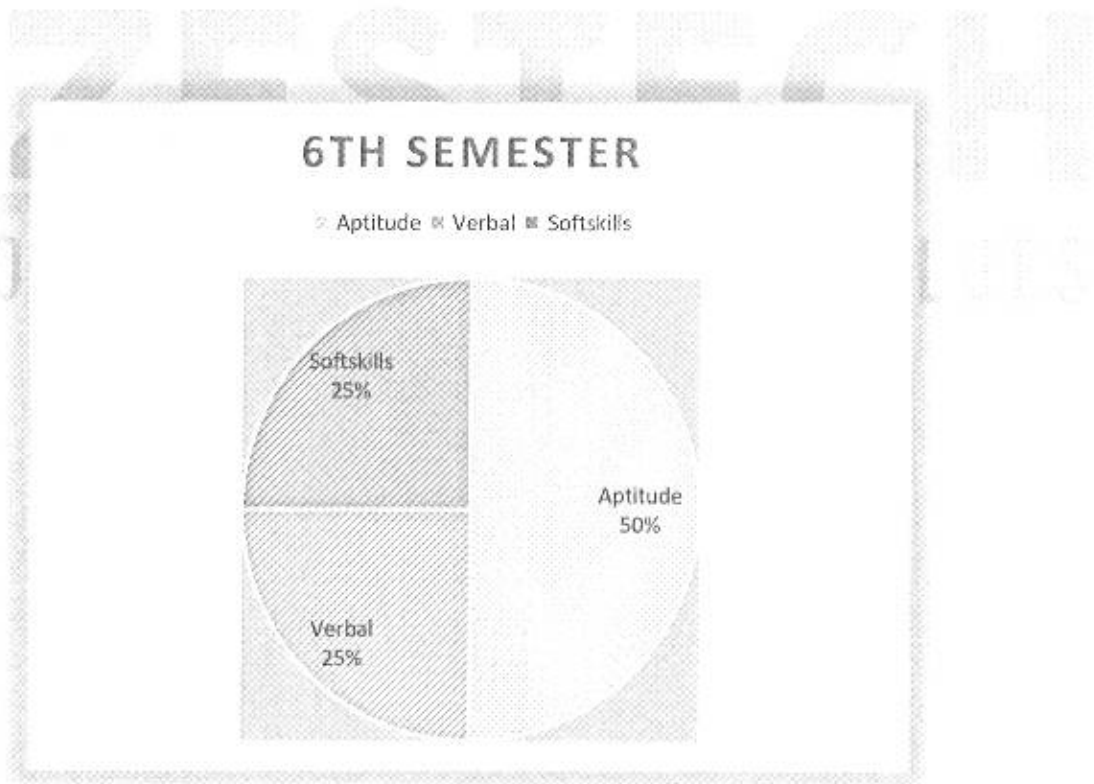
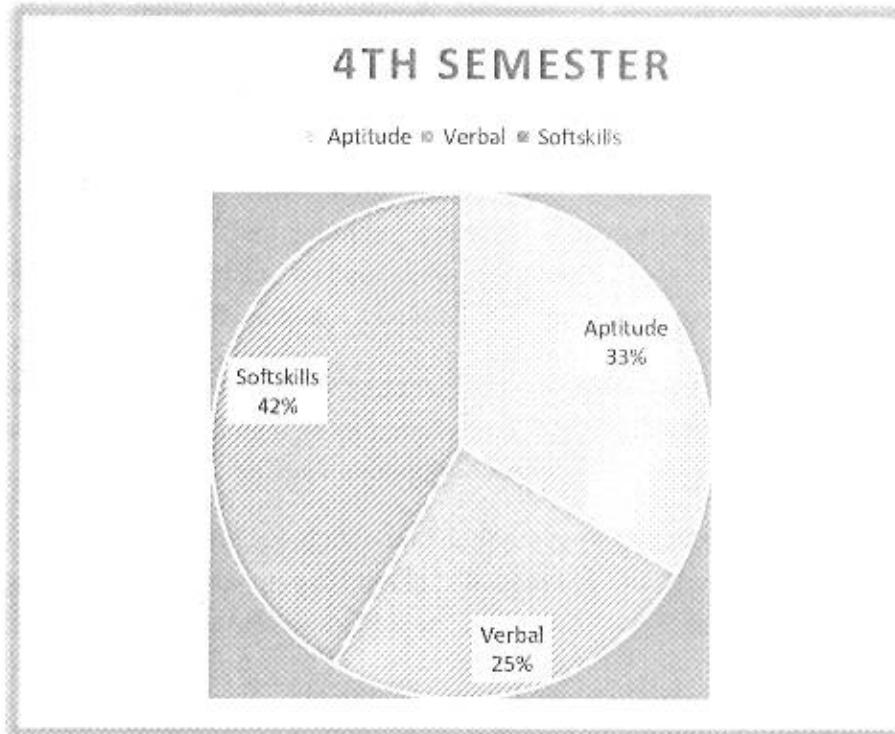
Modules	CSE	ISE	MECH	CIVIL	ECE	EEE
E mail and Letter Writing	Yes	Yes	Yes	Yes	Yes	Yes
Logical Reasoning & Verbal Ability	Yes	Yes	Yes	Yes	Yes	Yes
Reading Comprehension	Yes	Yes	Yes	Yes	Yes	Yes

Verbal Aptitude

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

Soft Skills

4.1. MODULE COMPLETION REPORT- SEMESTER ANALYSIS



5. ATTENDANCE ANALYSIS

AIT, associated with Zestech for PRAGNYAN'19 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.

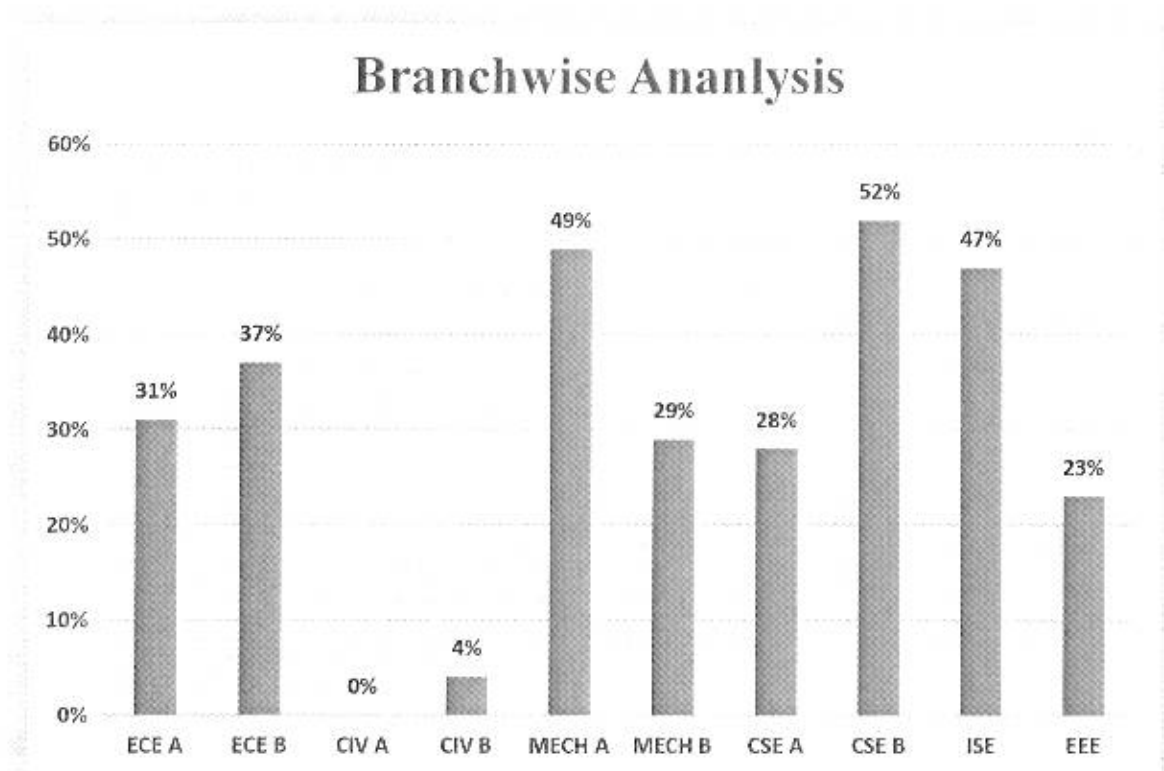
Each module gets a dedicated time of about 120 minutes in AIT during PRAGNYAN'19 depending on the doubts and the assessments time. These modules are curated after a lot of discussion and research into the recruitment process. And the need to repeat modules (Aptitude and Verbal) in class is felt when we have 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'19 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 PRAGNYAN'19, 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.

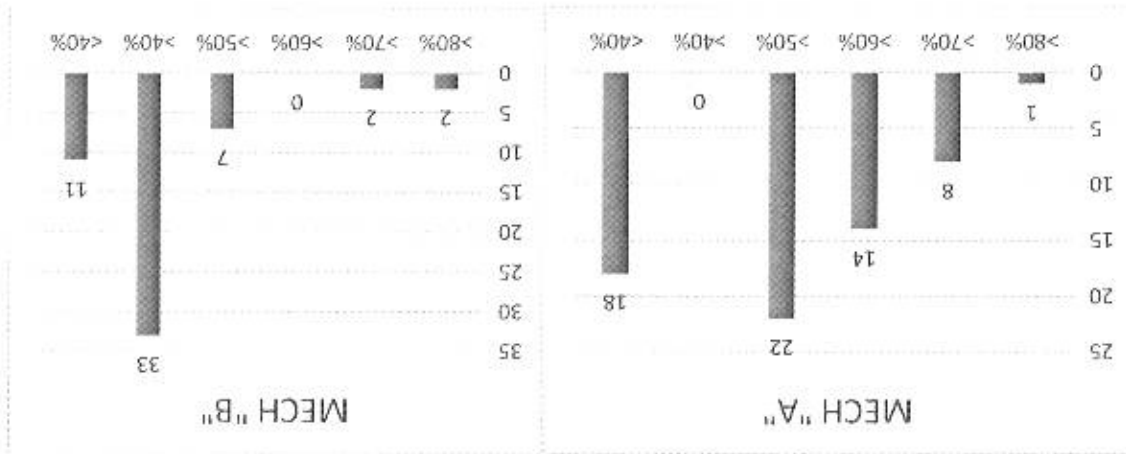
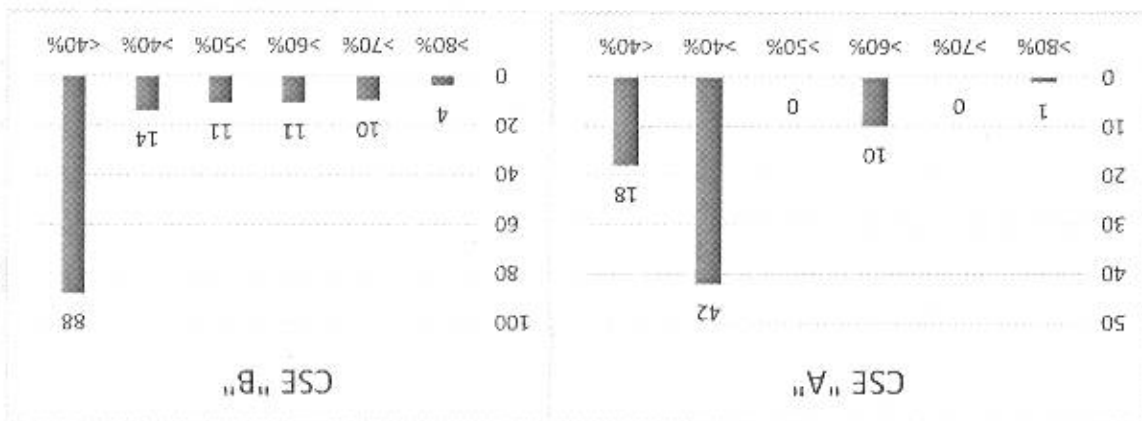
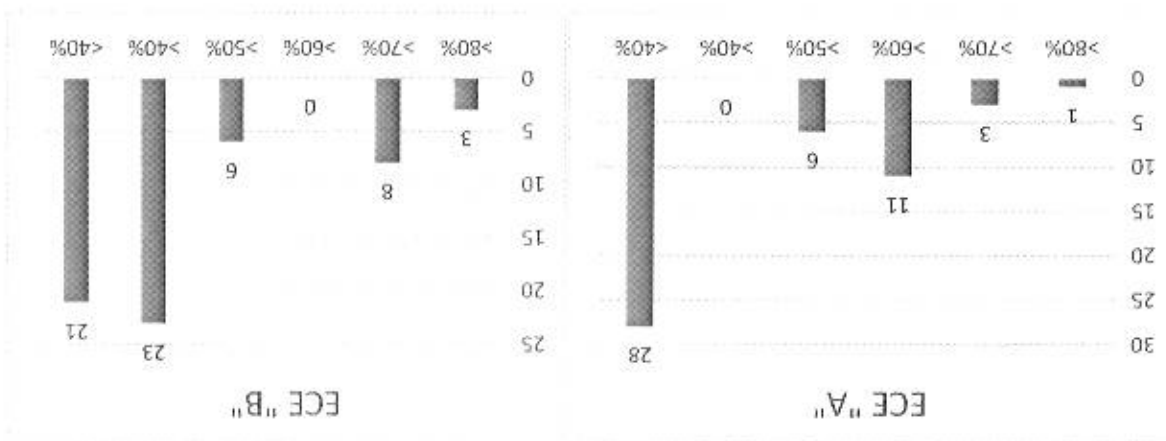
The overall attendance analysis and day wise attendance analysis is also shared in this report. This will help to create rigor among the team to improve attendance in low lying classes and thereby achieving student enhancement.

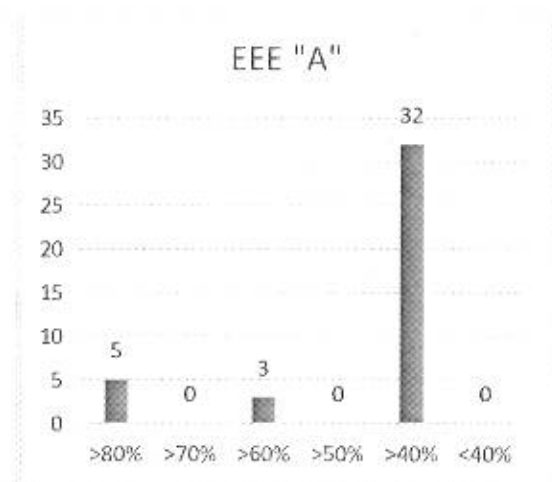
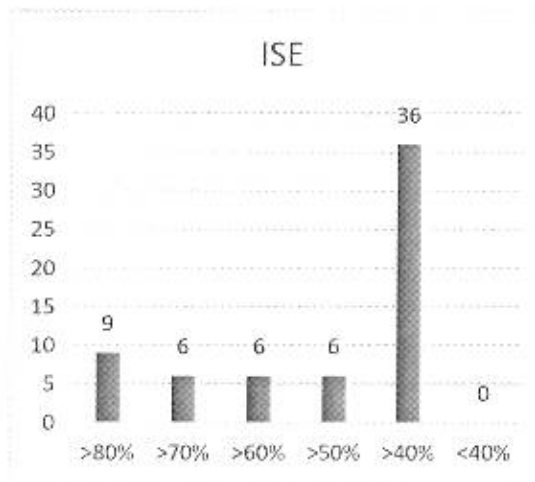
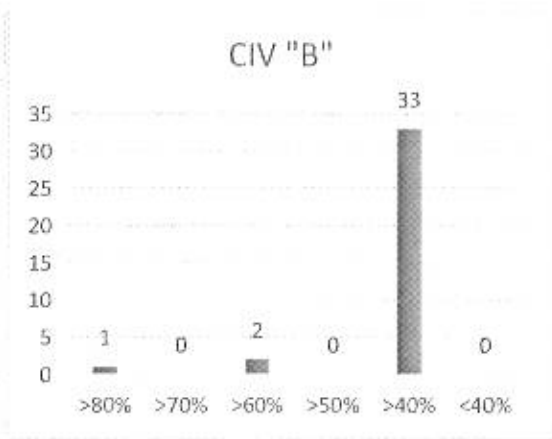
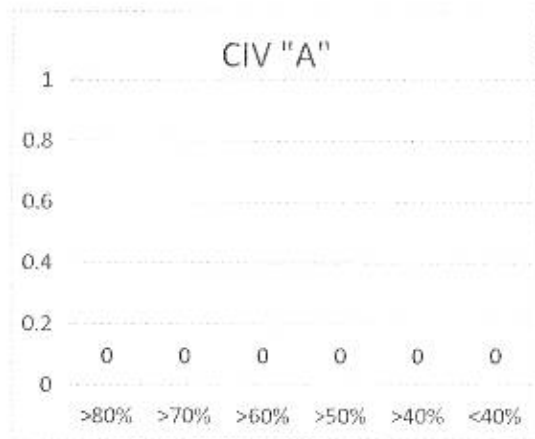
5.1. AIT- OVERALL ATTENDANCE ANALYSIS- 6TH SEMESTER

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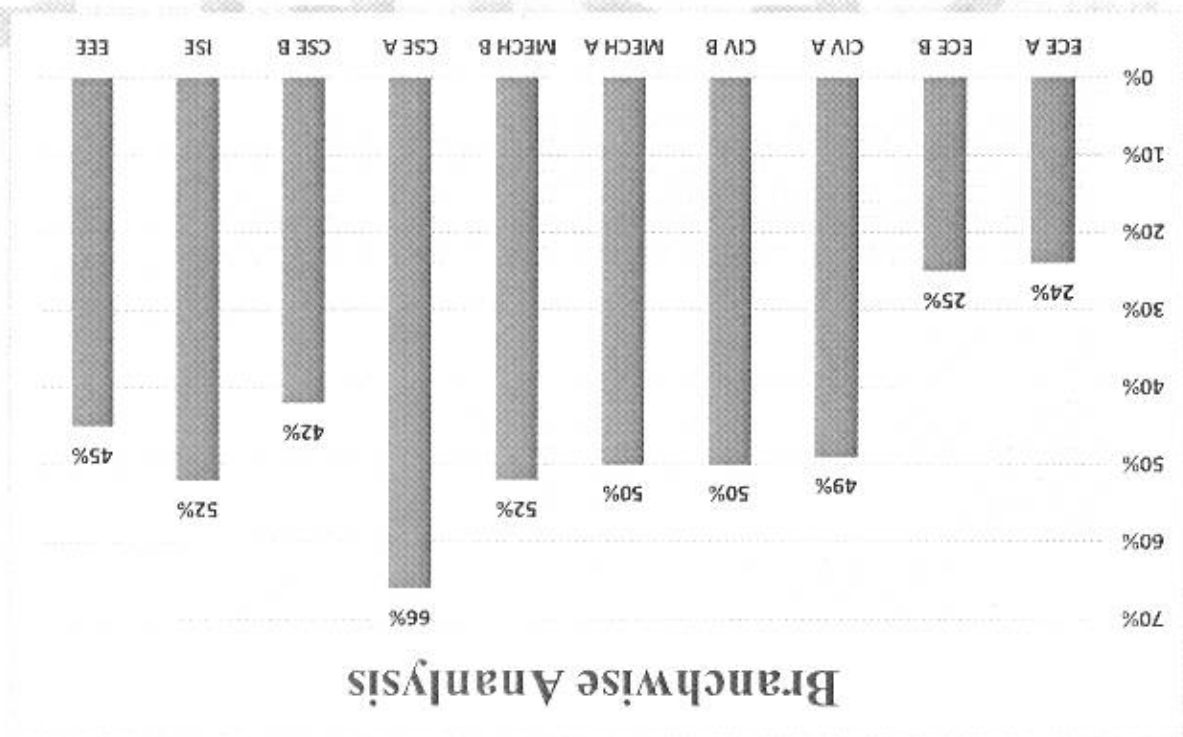
5.2. PRAGNYAN19 – 6TH SEMESTER - STUDENT ATTENDANCE

PERCENTAGE - ANALYSIS

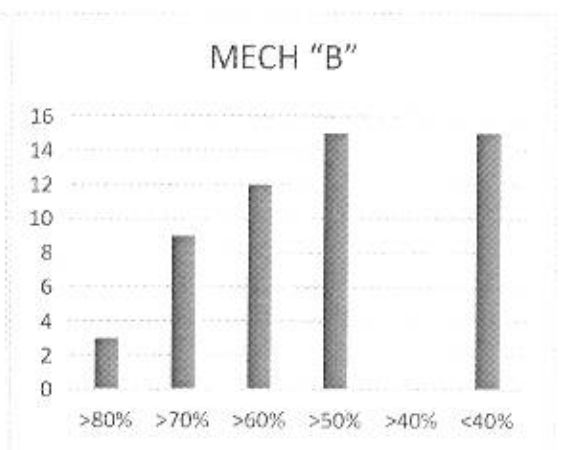
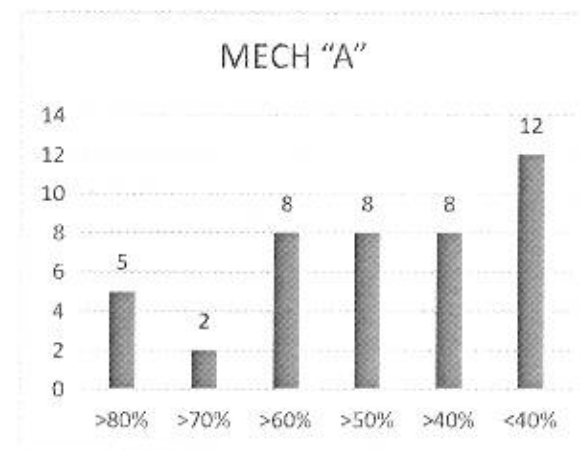
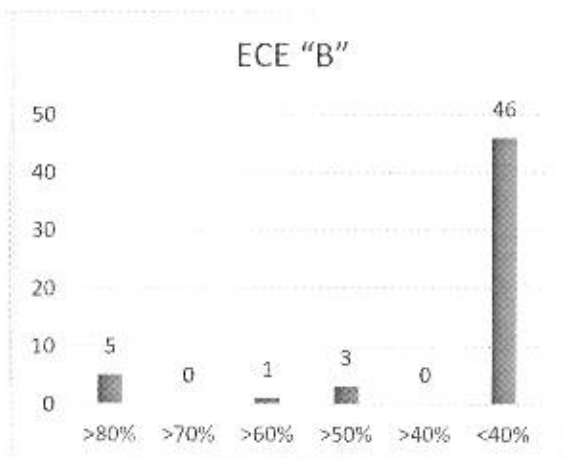
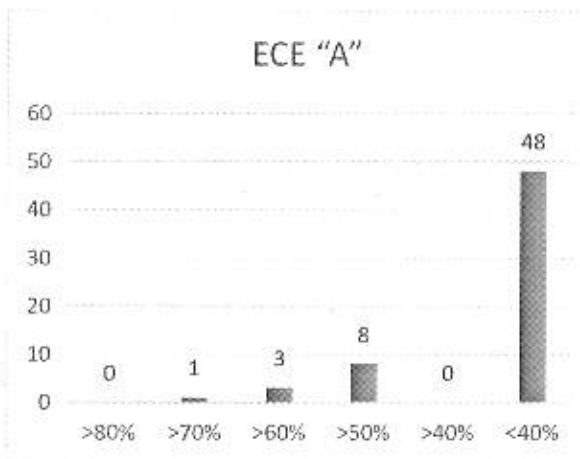
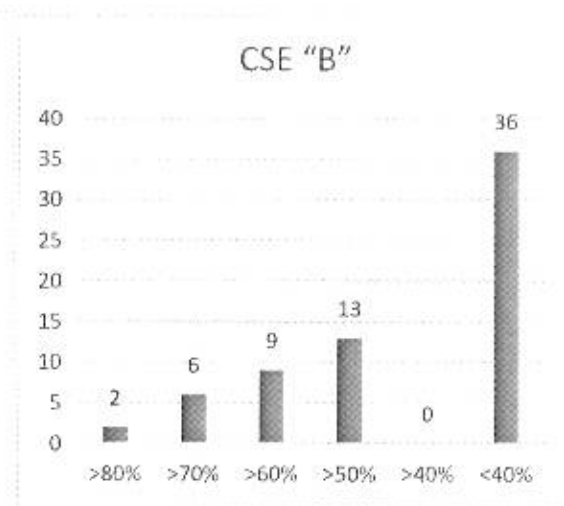
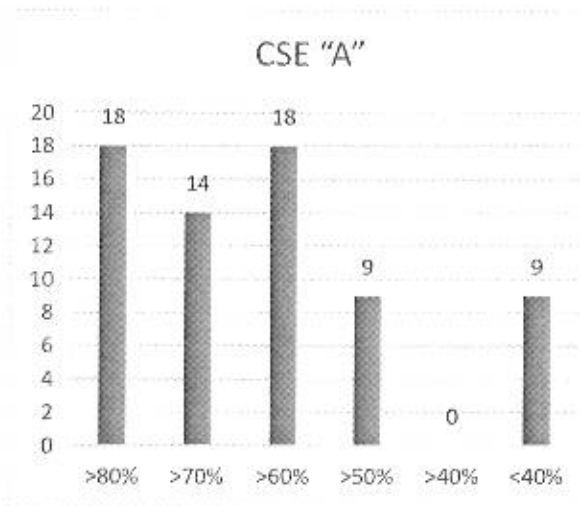




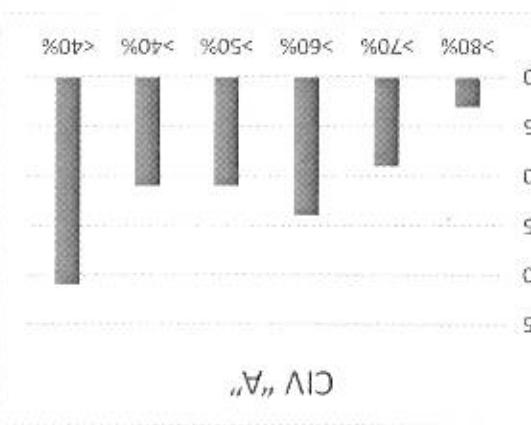
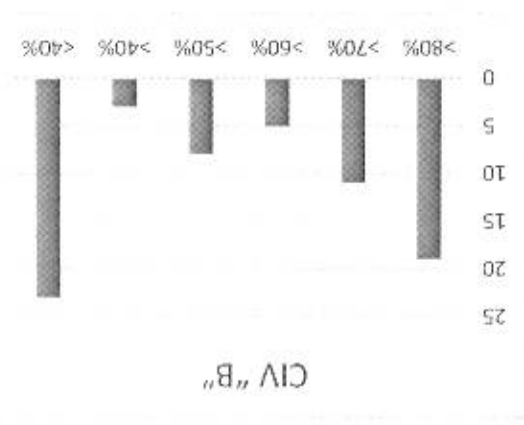
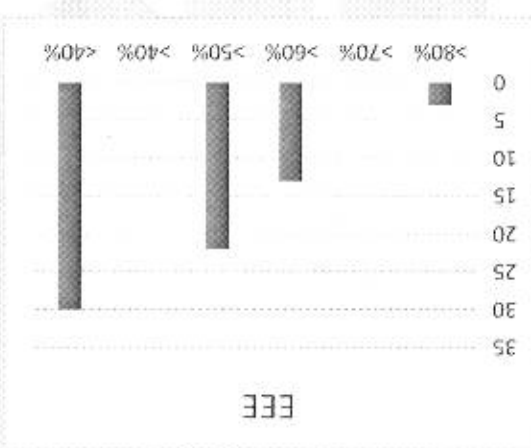
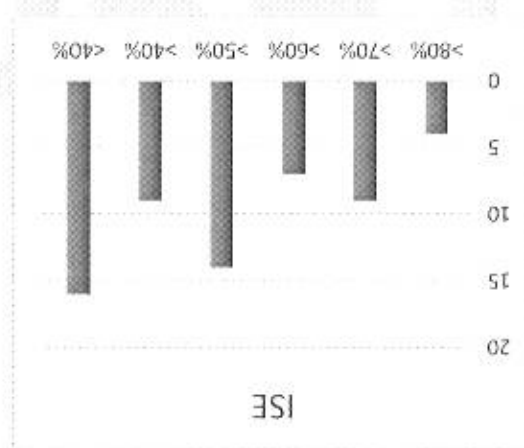
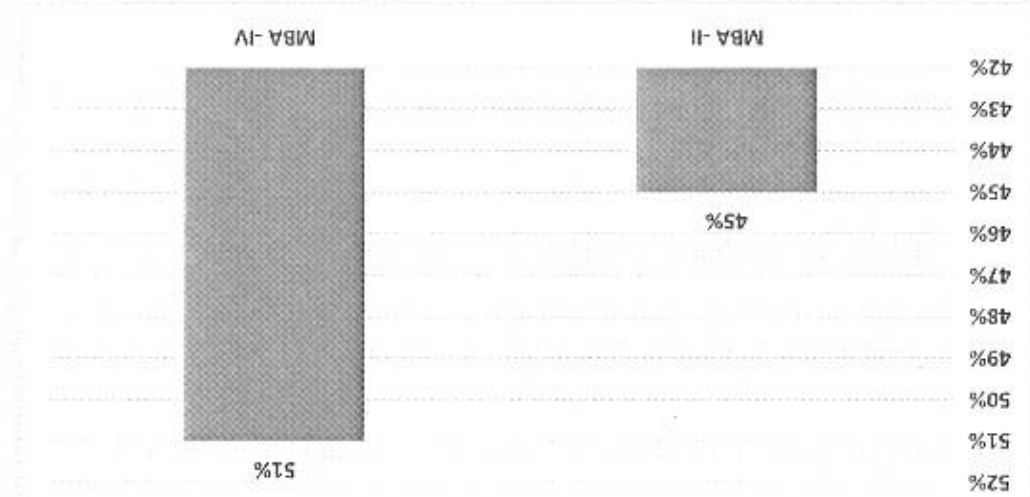
INNOVATION, GROWTH & VALUES

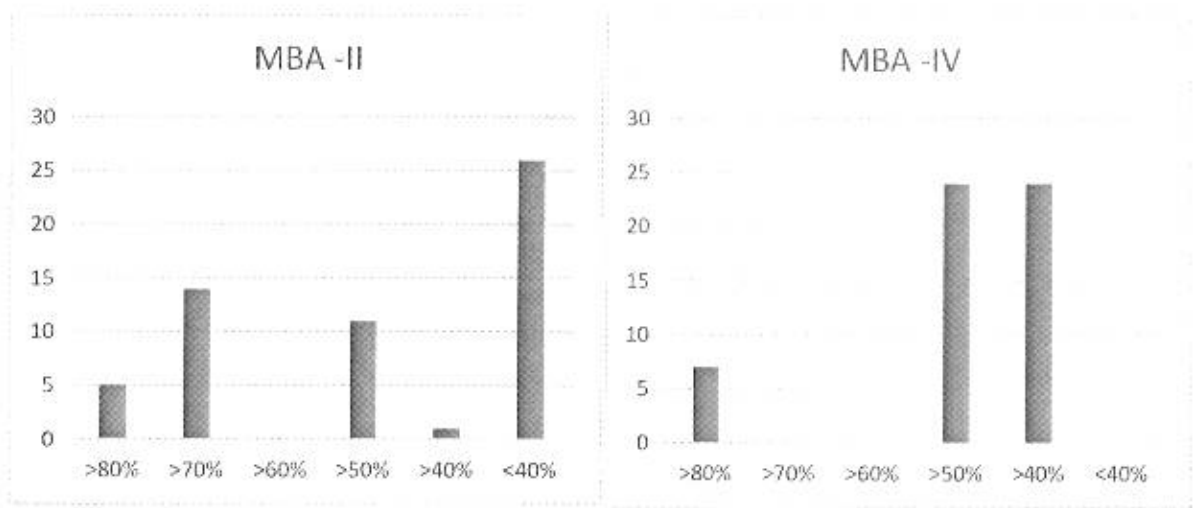


**5.4. PRAGNYAN'19 – 4TH SEMESTER - STUDENT ATTENDANCE
PERCENTAGE -ANALYSIS**



Semester Wise Analysis





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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.

6.1. SESSION WISE – EVALUATIONS – AVERAGE SCORES- MODULE WISE**4TH 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

6.2. SESSION WISE – EVALUATIONS – AVERAGE SCORES- MODULE WISE

6TH SEMESTER

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
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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

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

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



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

7. JANUS'19- 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.

7.1. 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_{7.1}.

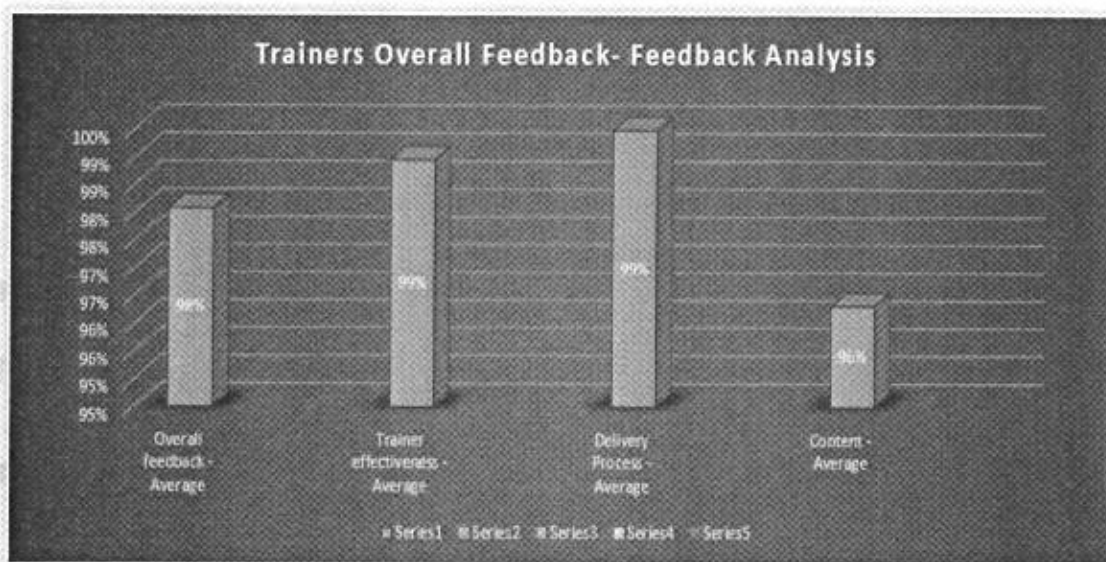
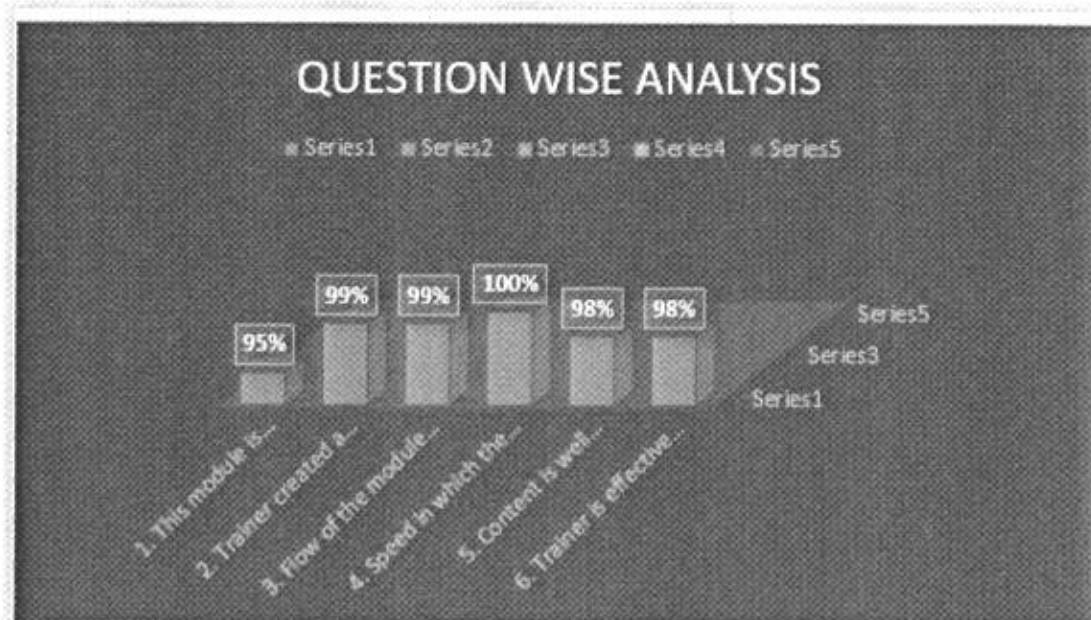


Chart: C_{7.2}.



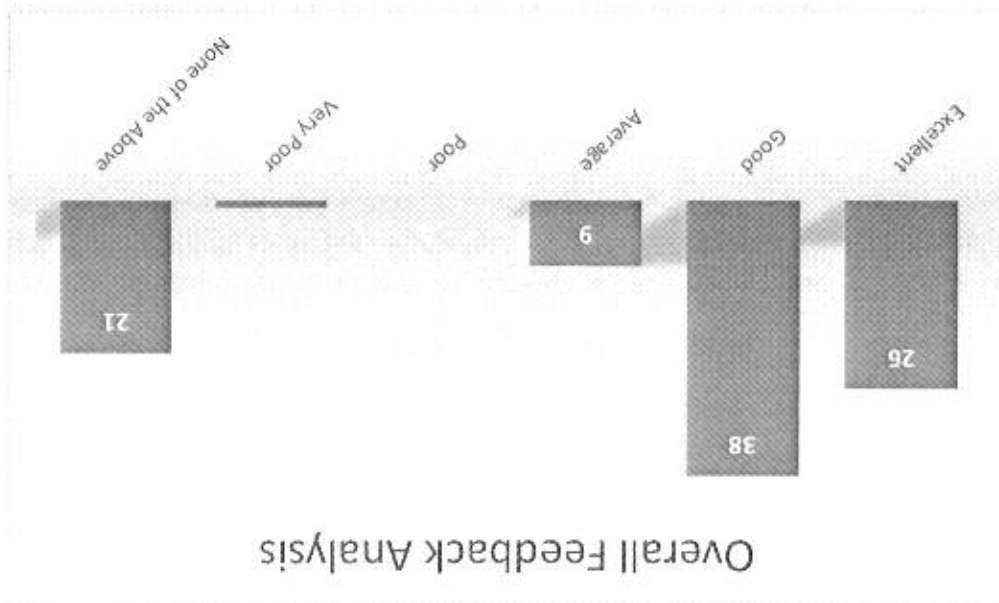


Chart: C7a

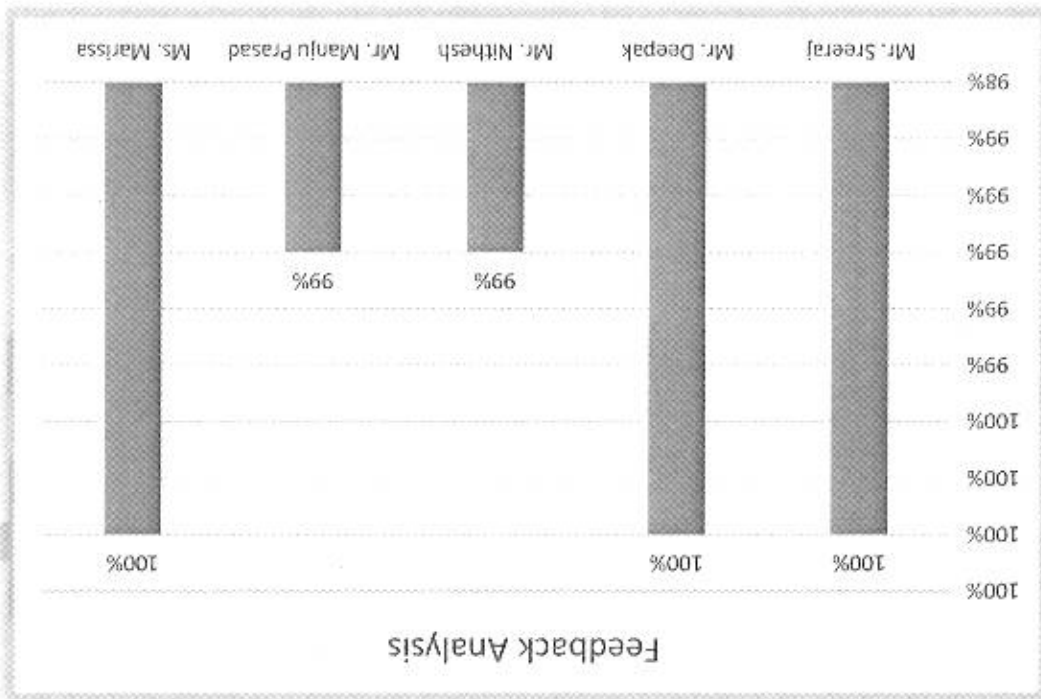


Chart: C7a

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.

9. ISSUES FACED BY THE TRAINERS

- The last TWO WEEKS had many absentees, this lead the trainers to feel incompleteness of the program.
- 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

10. ZESTECH INITIATIVES

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 platforms 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 networking in a productive way.

C. Parent Calling: An amazing initiative to bring across a change in student mindscet. 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.

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.

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 HR 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.

TOP 20			
S.No	Name of the student	USN	Branch/Sec
1	M G Sharath	4A117CS085	CSE
2	Pegathi Hebbar	4A117CS064	CSE
3	Prajwal M D	4A117CS066	CSE
4	Sheeba Sufiyan	4A117CS089	CSE
5	Afeeta Khan	4A117CS003	CSE
5	Haleema Faiza	4A117CS036	CSE
6	Nelvita L F	4A117CS057	CSE
7	Barkath	4A117CS019	CSE
8	Vishnu Taja M	4A118CV118	CIV
9	Vishnu Prasad Y N	4A118ME075	ME
10	Sushma M	4A118CV109	CIV
11	G K Prajwal Urs	4A118CV041	CIV
12	Aishwarya T	4A117EC005	ECE
13	Shainaz Sardar Khan	4A118MBA44	MBA

The list of star performers is displayed below:

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.

Positives of the Process

ZT-P19-RPT-AIT

CONFIDENTIAL

14	Nehab Taj	4AI18MBA27	MBA
15	Pranavi	4AI18EC074	AERO
16	Shalini T L	4AI18EE040	EEE
17	Sarthak C R	4AI18CV096	CIV
18	Mohammad Taha	4AI18ME033	ME
19	Megha D M	4AI18IS027	ISE
20	Darshan G V	4AI18EE015	EEE

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12. ACTION PLAN FOR UPCOMING PRAAGYAN

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.

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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.

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|| Jai Sri Gurudev ||



A

Report on

pragnyan -2019

Skill Enhancement Training Program
(Aptitude, Soft Skills & Verbal)
(August - November, 2019)

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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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'19** 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.



1. 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 PRAGNYAN 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, PRAGNYAN is a process to experience reality and engineering student must Savour it.

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 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.

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 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 3RD SEM ENGINEERING STUDENTS OF AIT

<i>Count</i>	<i>Quantitative and Reasoning Aptitude</i>	1	Simple Equations and Ages	Parts of Speech - I
2	Averages	2	Parts of Speech - II	Parts of Speech - II
3	Syllogisms	3	Parts of Speech - III	Parts of Speech - III

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

3.2. MODULES COVERED FOR 5TH SEM ENGINEERING STUDENTS OF AIT

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

<i>Count</i>	<i>Soft Skills</i>	1	Idea Generation - An Engineer's Need
2	Creativity and Decision Making	2	Soft Skills Mela - Full Body Communication
3	Soft Skills Mela - Full Body Communication	3	Tech Savvy
4	Tech Savvy	4	

3.3. MODULES DESCRIPTION -5th SEMESTER

Quantitative Aptitude - Syllabus

Module name	Percentages, Profit and Loss	Domain	Quantitative Aptitude
Module Description	The module explains the concepts on finding the percentages from the fractions and vice-verse. It also deals with the consumption and basics of profit and loss and transactions value.		
Module Objective	They should be able to solve problems by demonstrating their logical analysis of Profit and Loss using logic.		
Module Outcome	Students will skilfully predict the directions and objects based on the conditions offered in a question. They will apply deduction skills along with analytical skills by referring to conditions.		
Reference books	1. "Quantum CAT" by Sarvesh K Varma. 2. "Quantitative Aptitude for CAT" by Arun Sharma. 3. "Objective Arithmetic" by Rajesh Varma		
No of Hours	2 hours		

Module name	Time and Work	Domain	Quantitative Aptitude
Module Description	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.		
Module Objective	The students should understand the basic definitions and method of calculating the parameters related to Proportionality constants.		
Module Outcome	Students will skilfully solve the conditions offered in a question. They will apply deduction skills along with analytical skills by referring to conditions.		
Reference books	1. "Quantum CAT" by Sarvesh K Varma. 2. "Quantitative Aptitude for CAT" by Arun Sharma.		
No of Hours	2 hours		

Module name	Time, Speed and Distance	Domain	Quantitative Aptitude
Module Description	The module explains the concepts on Time, Speed and Distance and the basic formula. Basic rules of Trains, Boats and Races will be taught to the students in analytical way.		
Module Objective	The students should understand the basic notations and represent the data.		
Module Outcome	Students will skilfully predict the representation of data with respect to people and objects based on the conditions offered in a question. They will apply deduction skills along with analytical skills by referring to conditions.		
Reference books	1. "Quantum CAT" by Sarvesh K Varma. 2. "Quantitative Aptitude for CAT" by Arun Sharma.		
No of Hours	2 hours		

Module name	Set Theory	Domain	Reasoning Aptitude
Module Description	The module explains the concepts on Set Theory 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.		
Module Objective	The students should understand the basic notations and represent the data.		
Module Outcome	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.		
Reference books	1. "Logical Reasoning" by R.S. Aggarwal. 2. "Logical Reasoning for CAT" by Arun Sharma		
No of Hours	2 hours		

3.4. MODULES DESCRIPTION -3rd SEMESTER

Module name	Averages	Domain	Quantitative Aptitude
Module Description	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		
Module Objective	The students should understand the basic statistics and the data representation		
Module Outcome	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.		
Reference books	1. "Quantum CAT" by Sarvesh K Varma. 2. "Quantitative Aptitude for CAT" by Arun Sharma.		
No of Hours	2 hours		

Module name	Simple Equations and Ages	Domain	Quantitative Aptitude
Module Description	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.		
Module Objective	The students should understand the basic statistics and the data representation		
Module Outcome	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.		
Reference books	1. "Quantum CAT" by Sarvesh K Varma. 2. "Quantitative Aptitude for CAT" by Arun Sharma.		
No of Hours	2 hours		

Module name	Syllogisms	Domain	Logical Aptitude
Module Description	The module explains the concepts on Syllogisms 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.		
Module Objective	The students should understand the basic notations and represent the data.		
Module Outcome	Students will skilfully predict the representation of data with respect to people and objects based on the conditions offered in a question. They will apply deduction skills along with analytical skills by referring to conditions.		
Reference books	1. "Logical Reasoning" by R.S.Aggarwal. 2. "Logical Reasoning for CAT" by Arun Sharma		
No of Hours	2 hours		

3.5. MODULES DESCRIPTION -3rd SEMESTER

Verbal Aptitude - Syllabus

Module names	Parts of Speech I,II and III	Domain	Verbal Aptitude
Module Description	The module explains the concepts on Parts of Speech and Tenses which is conglomeration of two fundamental modules . Interpretation of Pronouns is vital to students to learn the tactful art of replacing a noun . The module gives a detailed analysis of usage of four main pronouns out of nine. The module equips students with the relevant functioning 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.		
Module Objective	To equip students with relevant application of Articles and Pronouns that will vitalize their knowledge of application and usage in the module and skilful in identifying basic errors in a sentence. It will equip them in the knowledge to seek correct sentences.		
Module Outcome	To see higher ratio and higher proportion of apt application of pronouns and articles in a 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		

3.6. MODULES DESCRIPTION -5th SEMESTER

Module names	Tenses I, II and III	Domain	Verbal Aptitude
Module Description	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.		
Module Objective	To equip students with relevant application of different types of tenses that will vitalize their knowledge of application and usage in the module and skilful in identifying basic errors in a sentence. It will equip them in the knowledge to seek correct sentences.		

Module Outcome	To see higher ratio and higher proportion 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

3.7. MODULES DESCRIPTION -3rd 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 impromptu using templates . 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 express themselves more fluently and confidently on the lines of being professional 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 effective 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 impromptu using templates . 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 express themselves more fluently and confidently on the lines of being professional 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
Module Description	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.		
Module Objective	Learn how to set goals		
Module Outcome	Students will be able to notice the improvements that they have showcased in formulating the methods to achieve goals		
No of Hours	2		

3.8. MODULES DESCRIPTION -5th SEMESTER

Module name	Idea Generation-An Engineer's need	Domain	Soft Skills
Module Description	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		
Module Objective	Learn effective idea formulation skills		
Module Outcome	Students will be able to notice the improvements in execution of the ideas.		
No of Hours	2		

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

3.9. MODULE COMPLETION REPORT FOR 5TH SEM

AIT - PRAAGYAN Modules Completion data

Quantitative and Reasoning Aptitude	
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
<i>Modules</i>	<i>CSE ISE MECH CIVIL EEE ECE</i>

Verbal Aptitude	
Tenses-I	Yes Yes Yes Yes Yes Yes
Tenses-II	Yes Yes Yes Yes Yes Yes
Tenses-III	Yes Yes Yes Yes Yes Yes
<i>Modules</i>	<i>CSE ISE MECH CIVIL EEE ECE</i>

Soft Skills	
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 Savy	Yes Yes Yes Yes Yes Yes
<i>Modules</i>	<i>CSE ISE MECH CIVIL EEE ECE</i>

4. MODULE COMPLETION REPORT FOR 3RD 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>EEE</i>	<i>ECE</i>
Simple Equation and Ages	Yes	Yes	Yes	Yes	Yes	Yes
Averages	Yes	Yes	Yes	Yes	Yes	Yes
Syllogism	Yes	Yes	Yes	Yes	Yes	Yes

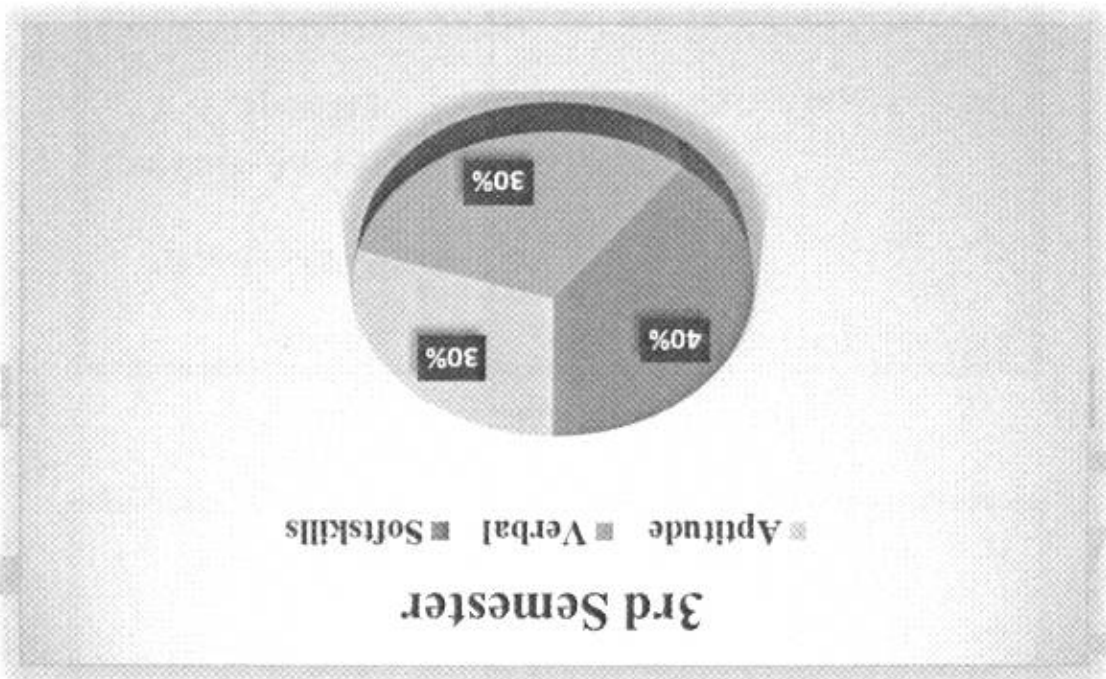
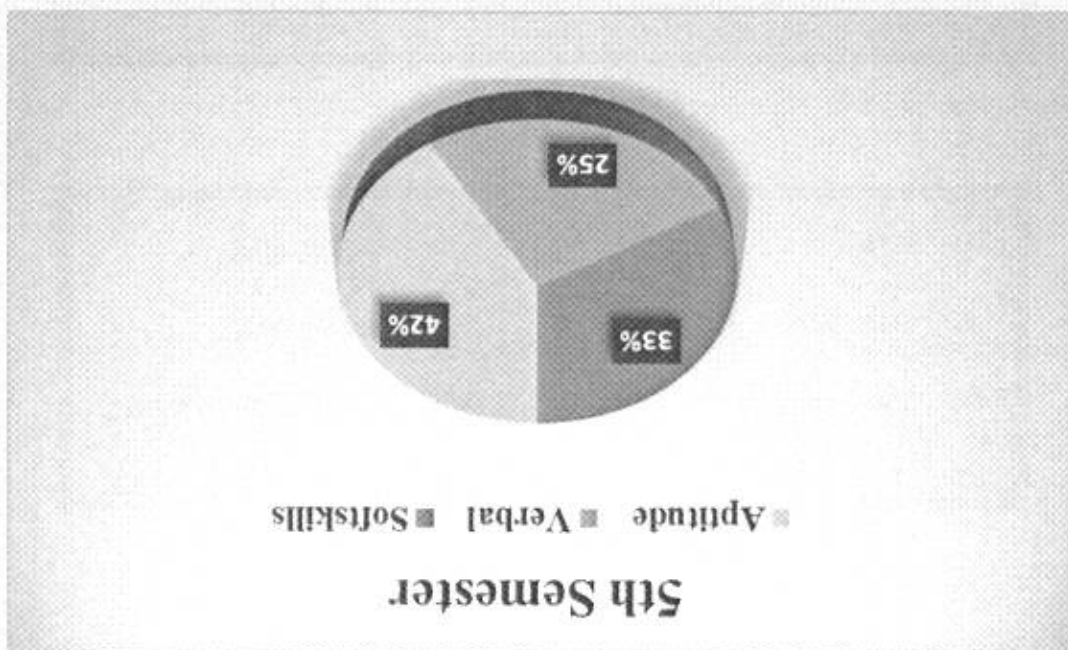
Verbal Aptitude

<i>Modules</i>	<i>CSE</i>	<i>ISE</i>	<i>MECH</i>	<i>CIVIL</i>	<i>EEE</i>	<i>ECE</i>
Parts of Speech - 1	Yes	Yes	Yes	Yes	Yes	Yes
Parts of Speech - 2	Yes	Yes	Yes	Yes	Yes	Yes
Parts of Speech - 3	Yes	Yes	Yes	Yes	Yes	Yes

Soft Skills

<i>Modules</i>	<i>CSE</i>	<i>ISE</i>	<i>MECH</i>	<i>CIVIL</i>	<i>EEE</i>	<i>ECE</i>
Advanced Speaking	Yes	Yes	Yes	Yes	Yes	Yes
Turn Coat - An opinion Based Speaking	Yes	Yes	Yes	Yes	Yes	Yes
Creation - An Engineer's Style	Yes	Yes	Yes	Yes	Yes	Yes
Knowing and Achieving Goals	Yes	Yes	Yes	Yes	Yes	Yes

4.1. MODULE COMPLETION REPORT- SEMESTER ANALYSIS



5. ATTENDANCE ANALYSIS

AIT, associated with Zestech for PRAGNYAN'19 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'19 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.

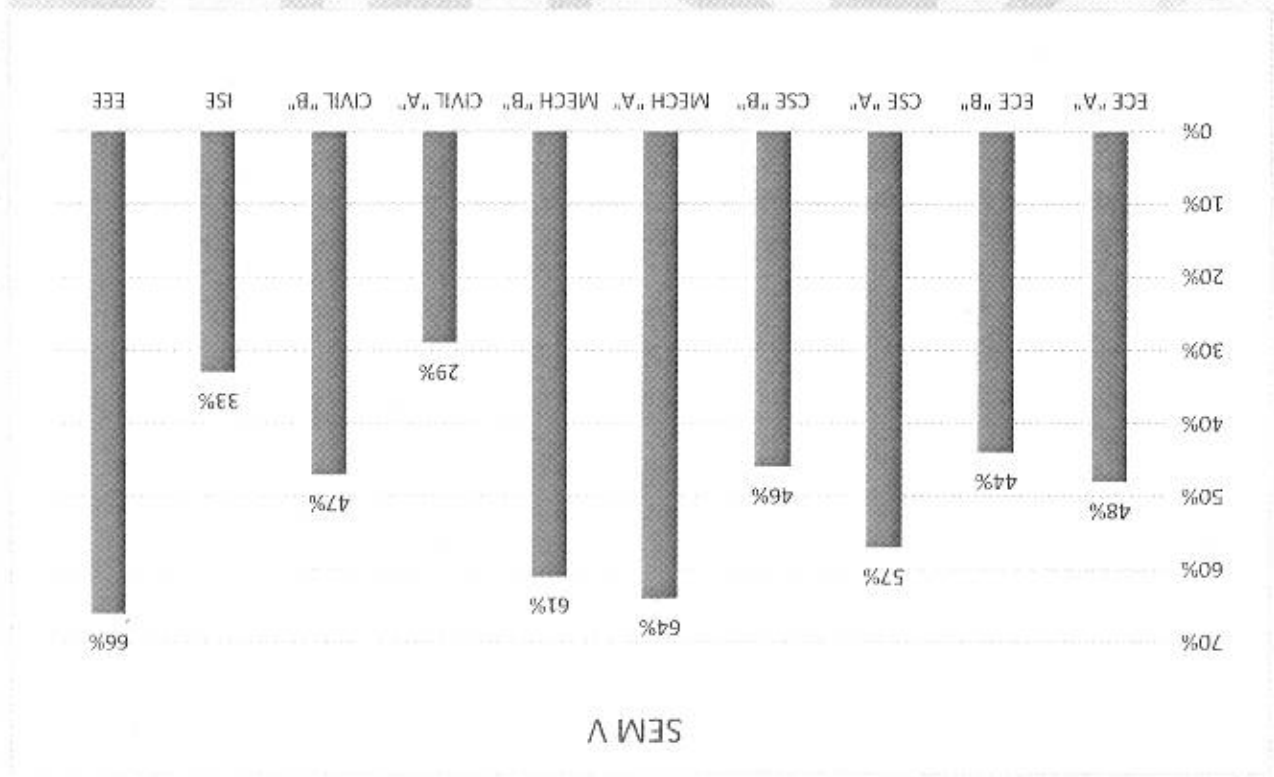
Apart from this, soft skills modules boost the confidence of students and help them participate better in aptitude and verbal classes. They will interact without hesitation. So, all modules are equally important and are designed to develop the overall personality of the students along with learning.

PRAGNYAN'19 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'19, 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.

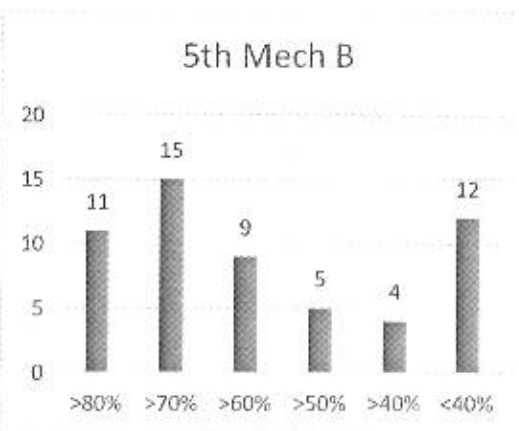
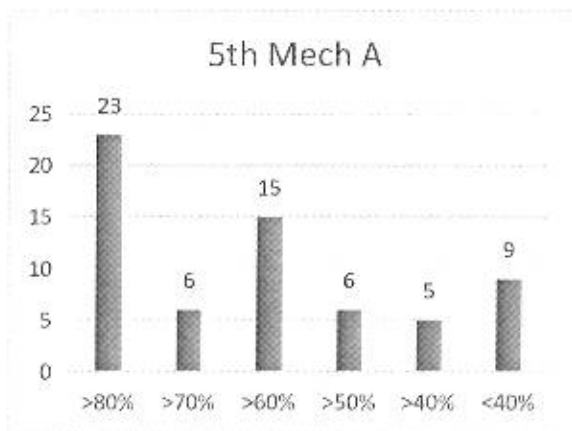
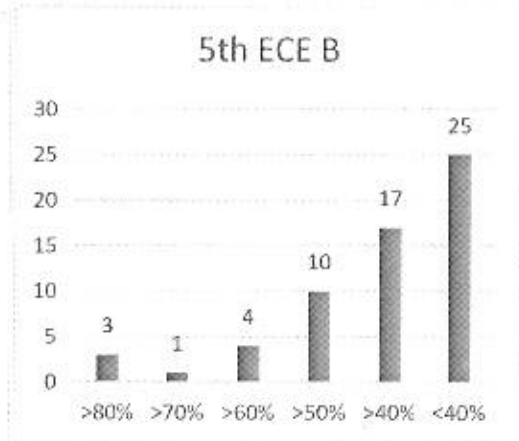
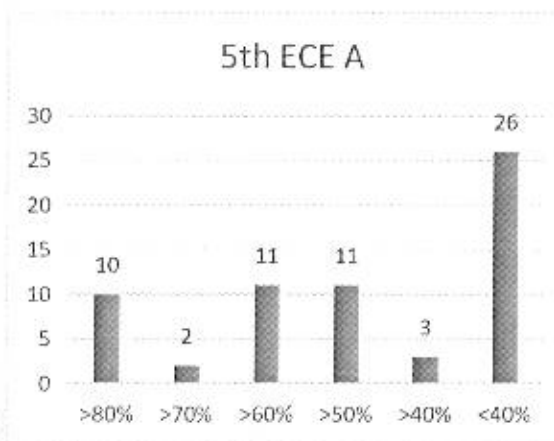
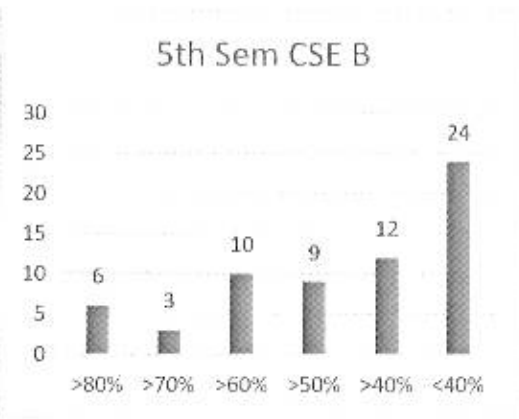
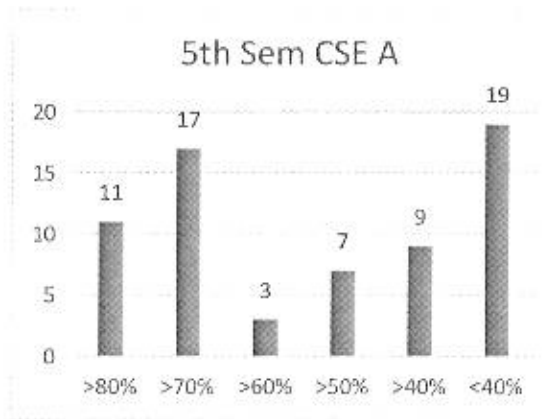
The overall attendance analysis and day wise attendance analysis is also shared in this report. This will help us to create rigor among the team to improve attendance in low lying classes and thereby achieving student enhancement.

INNOVATION, GROWTH & VALUES

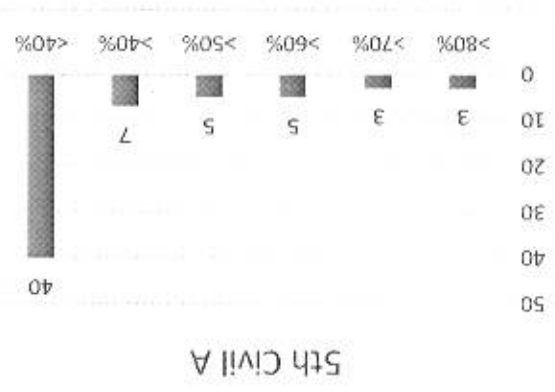
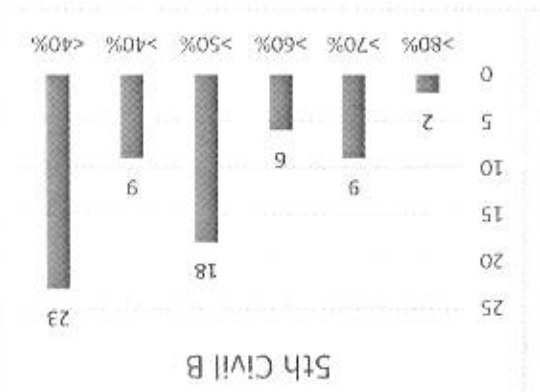
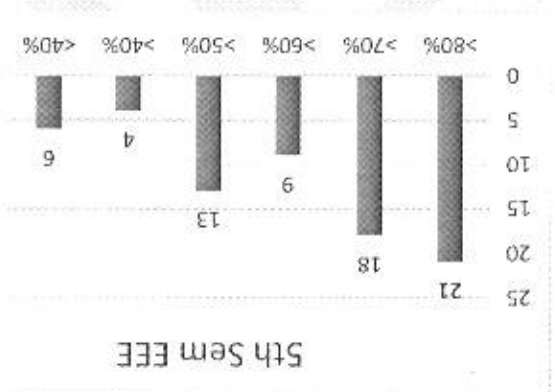
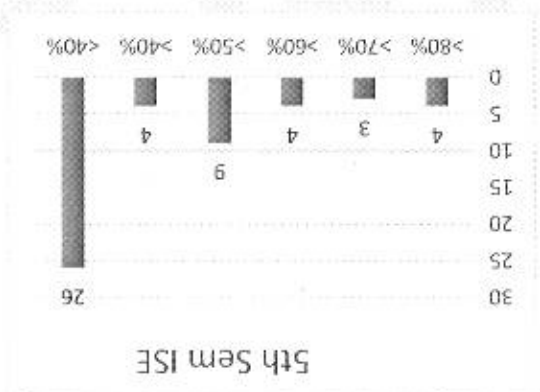


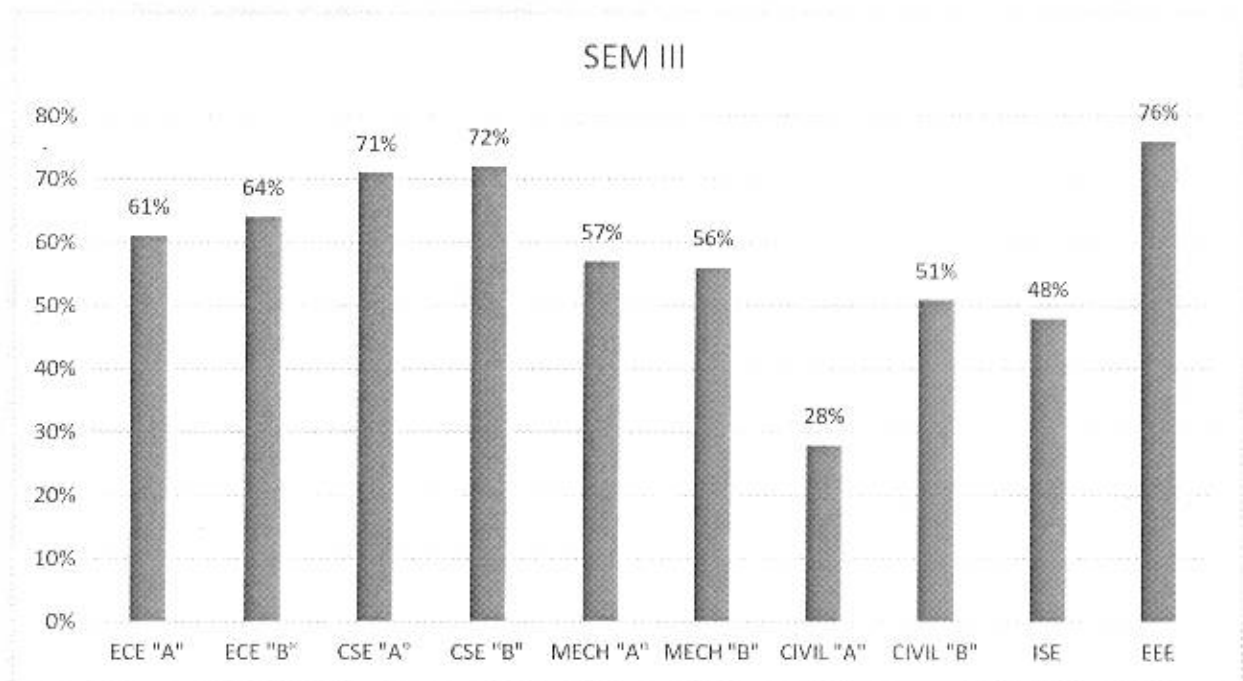
S.1. AIT- OVERALL ATTENDANCE ANALYSIS- 5TH SEMESTER

**5.2. PRAGNYAN'19 – 5TH SEMESTER - STUDENT ATTENDANCE
PERCENTAGE - ANALYSIS**



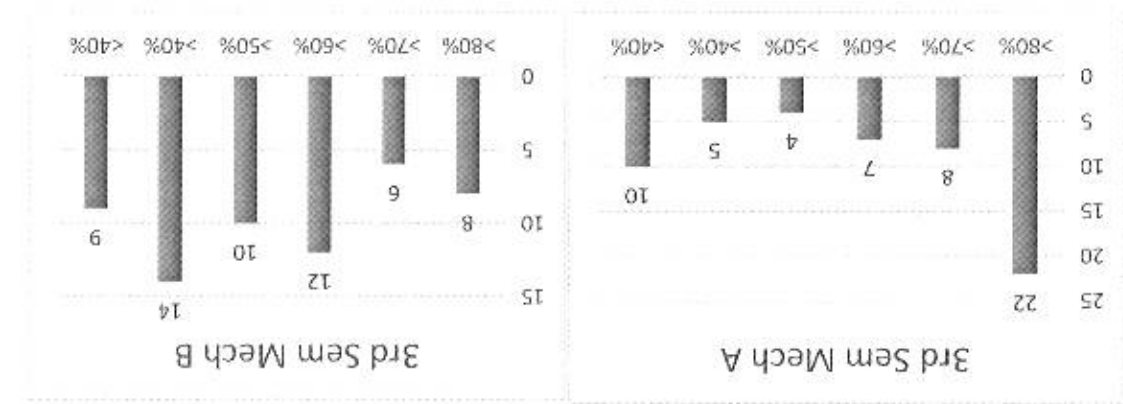
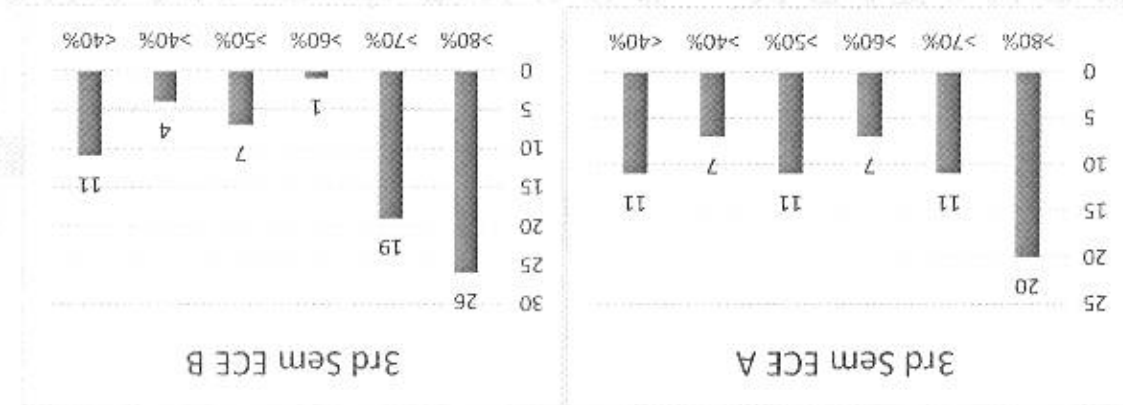
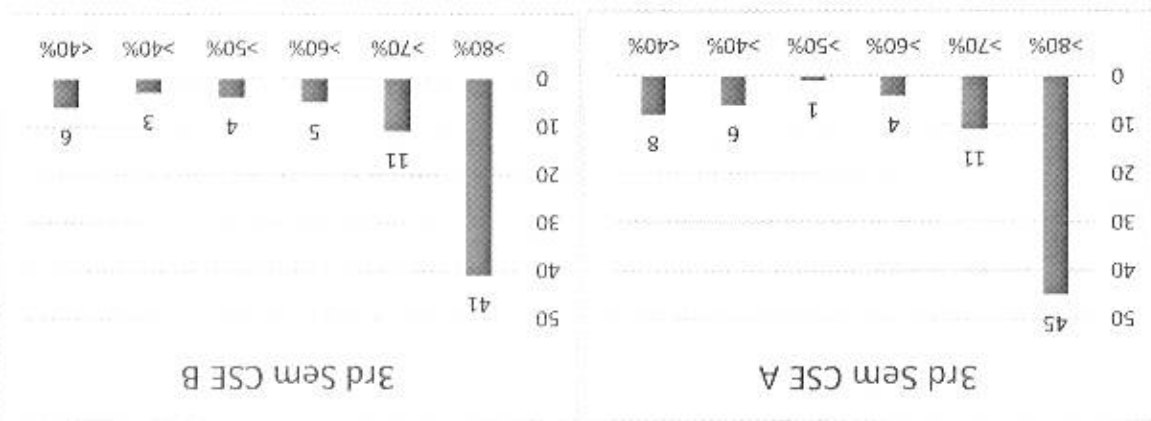
INNOVATION, GROWTH & VALUES



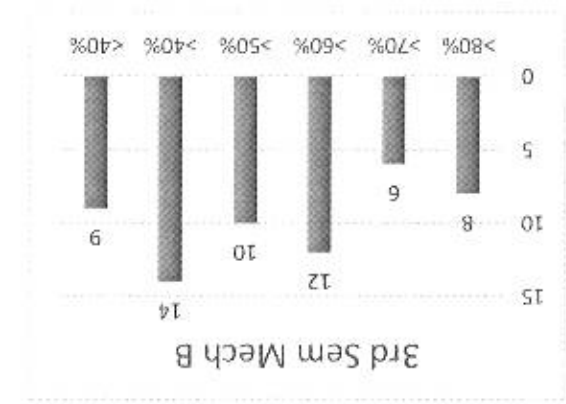
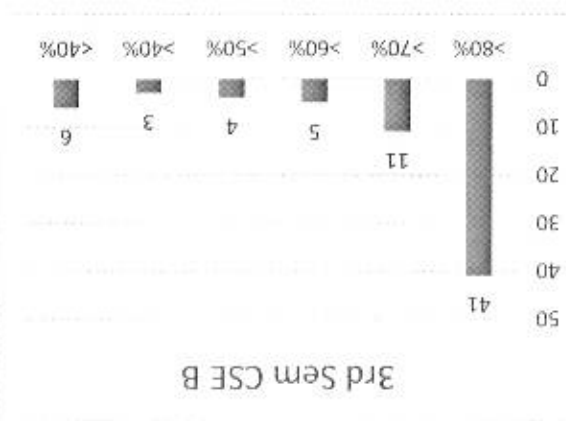
5.3. AIT- OVERALL ATTENDANCE ANALYSIS- 3RD SEMESTER PERCENTAGE

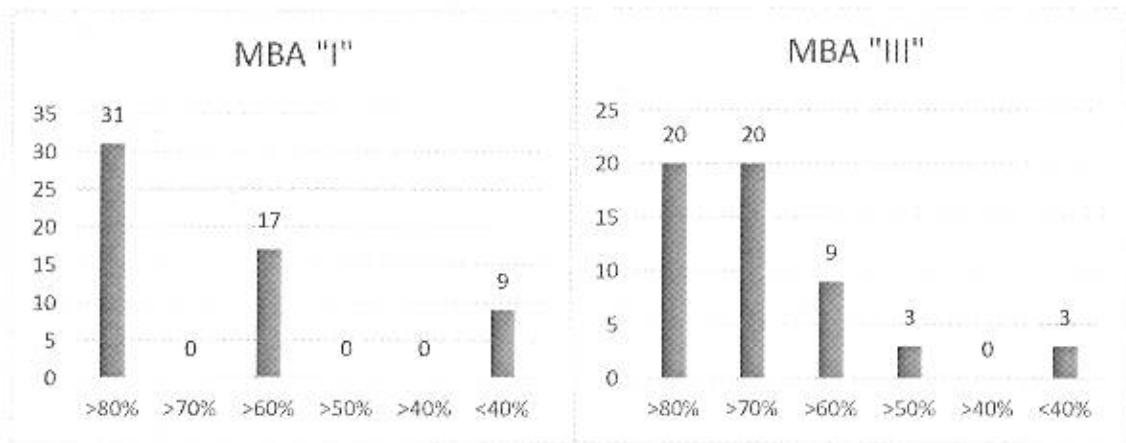
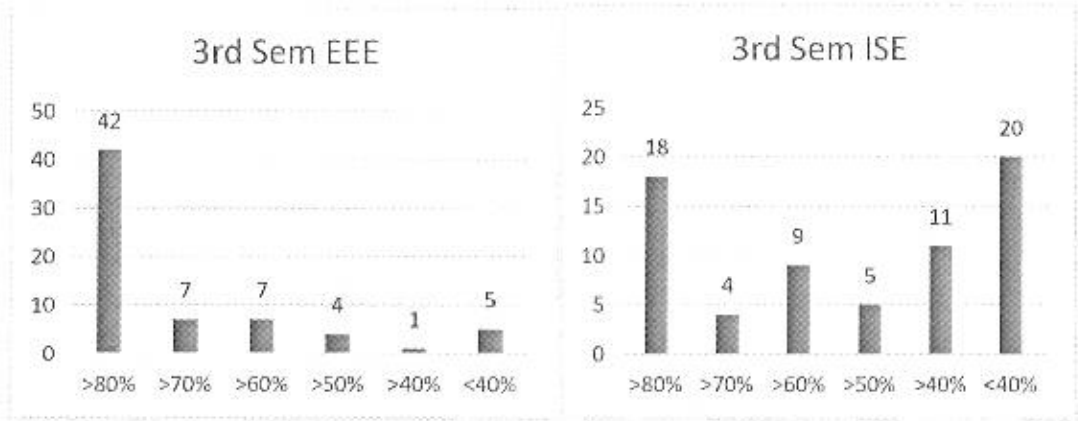
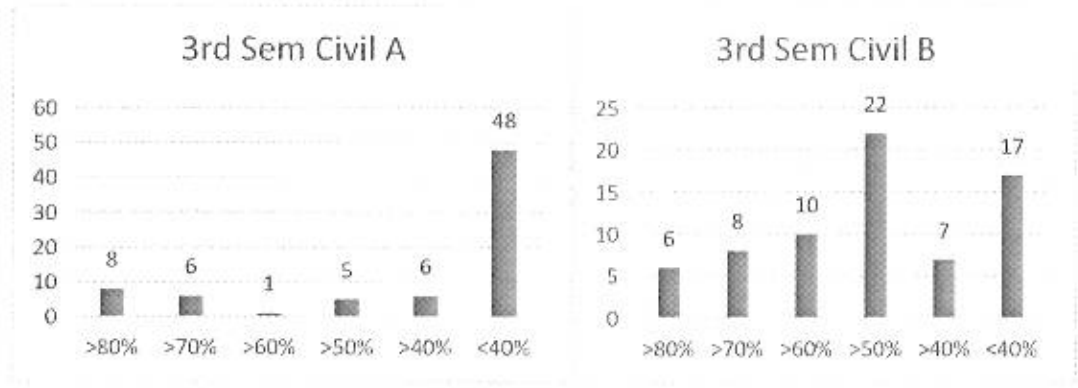
S4. PRAGNYAN19 – 3RD SEMESTER - STUDENT ATTENDANCE

PERCENTAGE-ANALYSIS



INNOVATION, GROWTH & VALUES





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.

6.1. SESSION WISE – EVALUATIONS – AVERAGE SCORES- MODULE WISE**3RD 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

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

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

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

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

5TH SEMESTER

6.2. SESSION WISE – EVALUATIONS – AVERAGE SCORES- MODULE WISE

8	5	Parts of Speech
---	---	-----------------

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

INNOVATION, GROWTH & VALUES

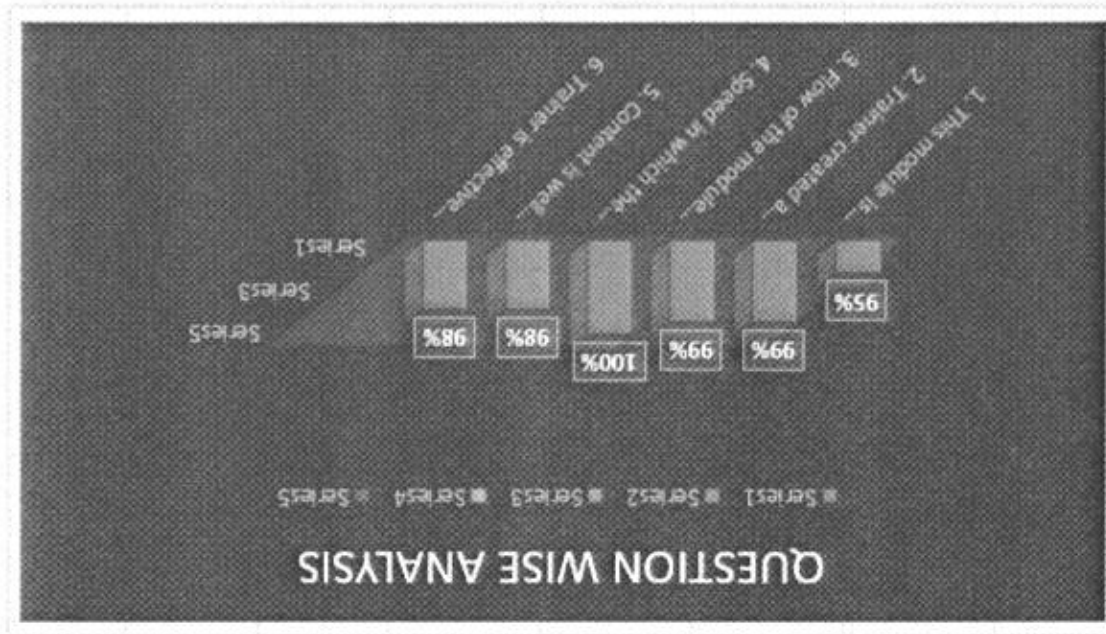


Chart: C7.2.

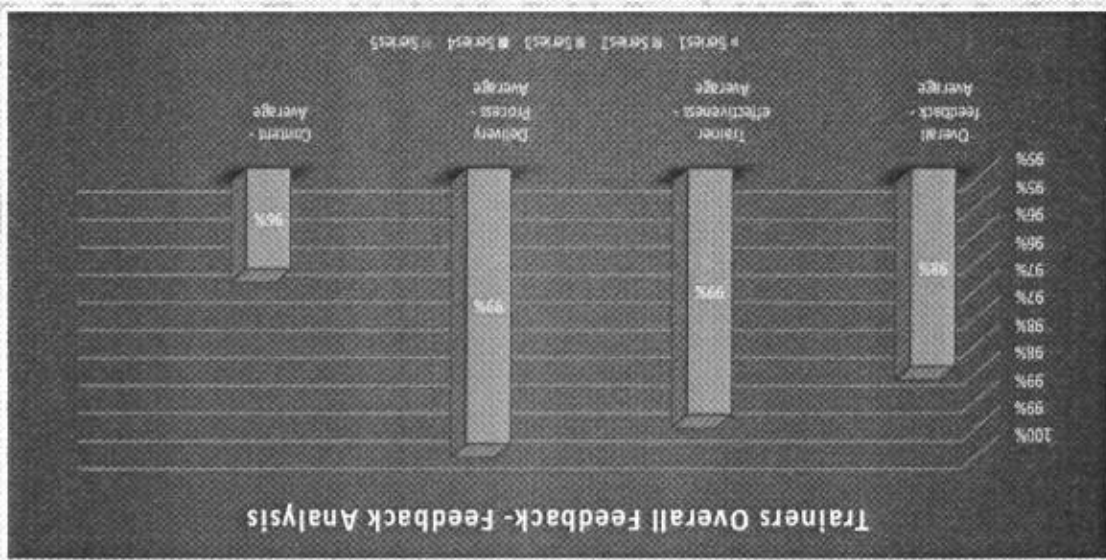


Chart: C7.1.

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.

7.1. 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 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 is the breakfast of Champions"

7. JANUS'19- TRAINER FEEDBACK ANALYSIS

Chart: C7.3.

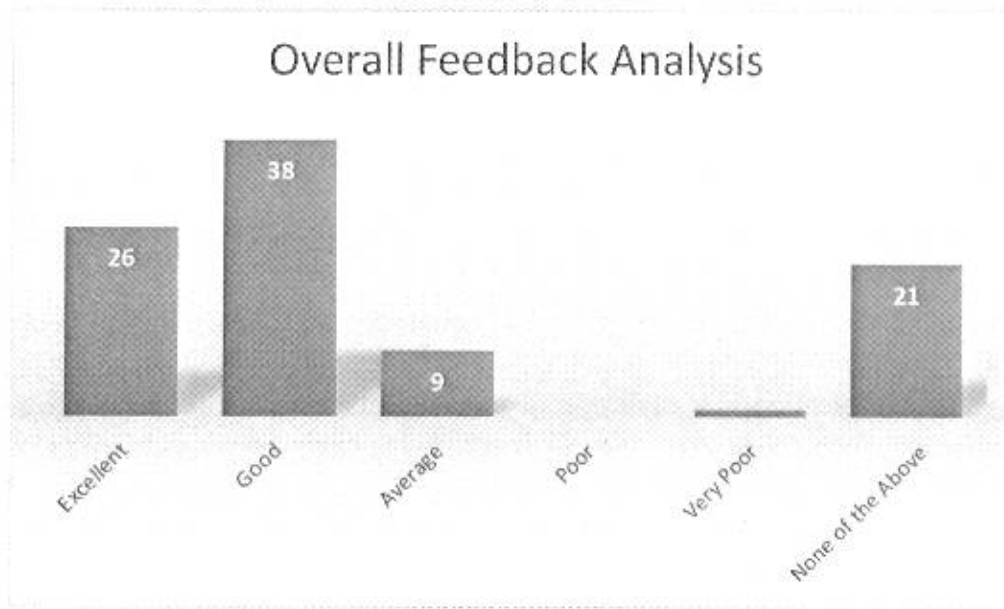
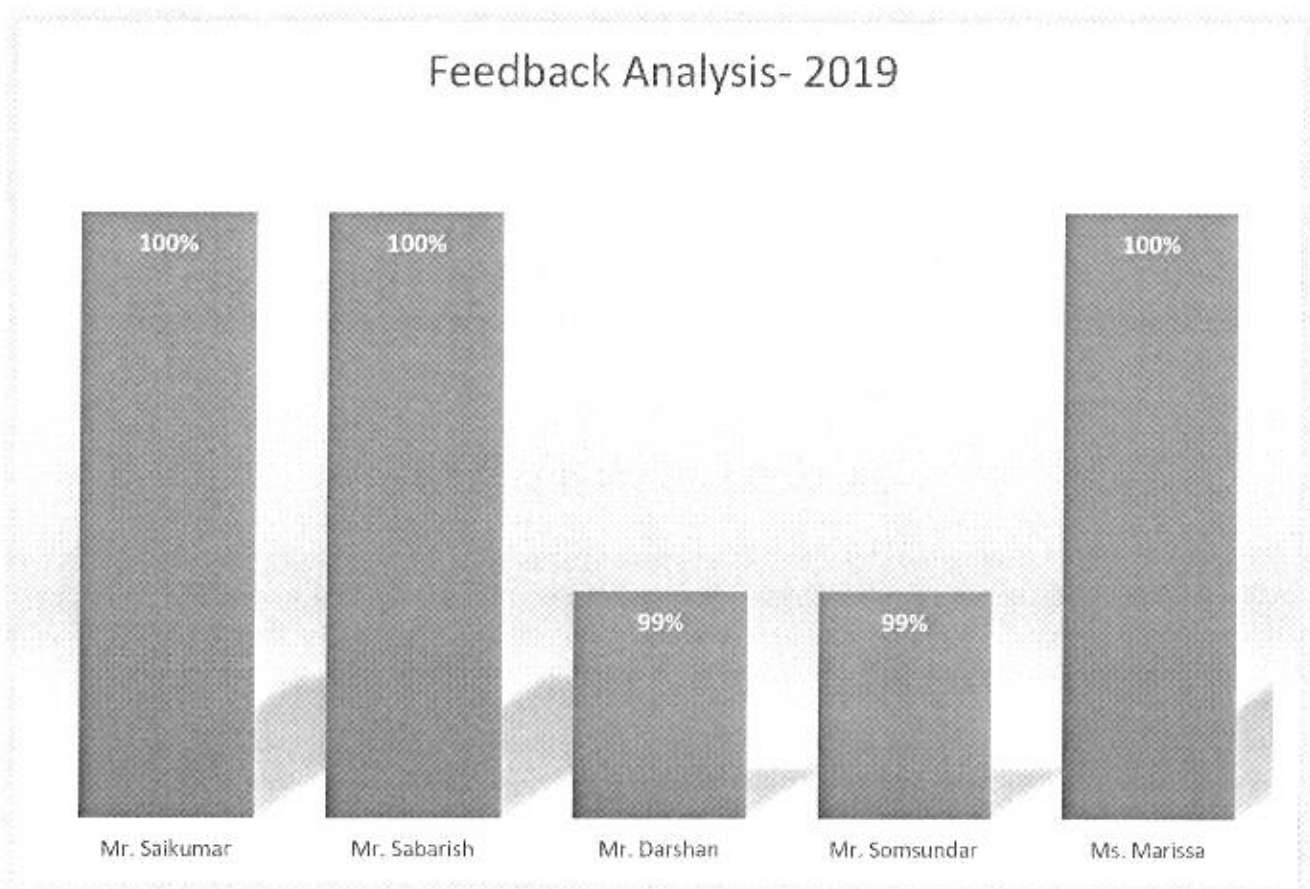


Chart: C7.4.



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.

9. ISSUES FACED BY THE TRAINERS

- The last TWO WEEKS had many absentees, this lead the trainers to feel incompleteness of the program.
- 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

10. ZESTECH INITIATIVES

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 platforms 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 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 shortcomings 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 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?

II. 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.

The list of top 20 star performers is displayed below:

FARHEEN NAAZ	4AI17CS033	CSE A
USHA B M	4AI17CS114	CSE B
SHRAVYA D S	4AI18CS100	CSE A
SRI HARI N V	4AI18CS110	CSE B
YASHWANTH K	4AI18CV120	CIVIL B
NISHANTH D GOWDA	4AI17CV056	CIVIL B
MURALI B E	4AI17CV049	CIVIL A
T ROSHINI	4AI17EC096	ECE B
DORE H J	4AI17EC026	ECE A
PRANAVI K	4AI18EC074	ECE A
ASWINI B S	4AI18EC014	ECE A
VENKATESH	4AI17IS060	ISE
BINDU SHREE I S	4AI17EC007	ECE B
MURALI MOHAN M	4AI18EE030	EEE
HEMANTH H J	4AI18ME021	MECH A
PRAMOD M YADAV	4AI17ME059	MECH A
SRIVATSA C A	4AI16ME101	MECH B
PRUTHUISHREE	4AI18CS076	CSE B

INNOVATION GROWTH & VALUES
ZESTECH

CIVIL B	4A117CV060	PARIKSHITH H R
CIVIL A	4A118CV030	CHINMAYA S KUMAR

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 days 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."

-- CIVIL

"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."

-- ISE

"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

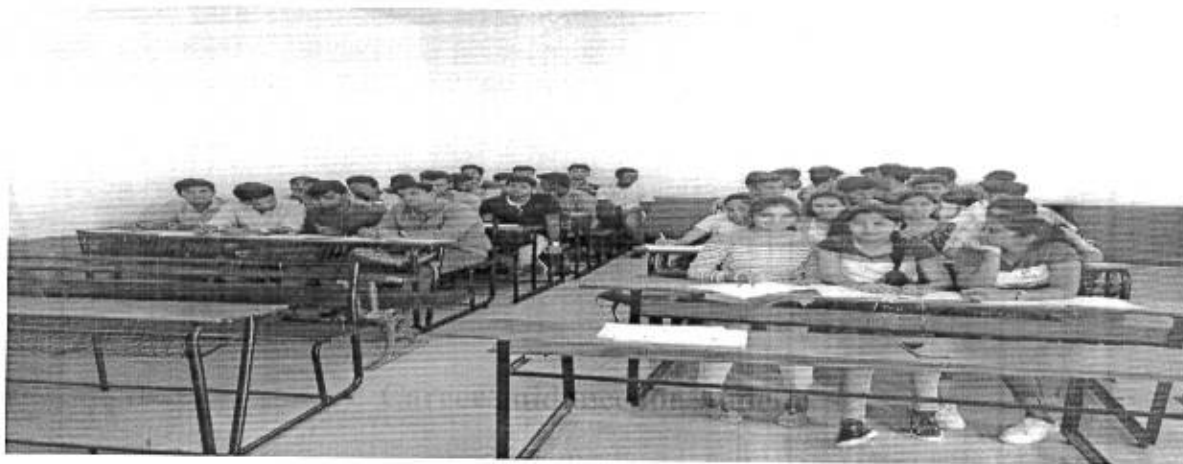
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Students Participation in an Activity



Students Participation in an Activity



Students are attending in aptitude classes



Students are attending in Technical classes



Students are attending in soft skill and verbal classes

